



**HIST 1301.06E: History of the United States through Reconstruction (to 1877)  
COURSE SYLLABUS: 2026**

**INSTRUCTOR INFORMATION**

Instructor: Dr. Cynthia Ross (Dr. Ross or Professor Ross)  
Office Location: Ferguson Social Science 104  
Office Hours: Tuesday, Thursday 1:00pm to 3:00pm and by appointment  
University Email Address: [cynthia.ross@etamu.edu](mailto:cynthia.ross@etamu.edu)  
Preferred Form of Communication: **Email**  
Communication Response Time: Within 24 hours, excluding weekends

**COURSE INFORMATION**

**Course Description**

HIST 1301: A broad interdisciplinary course in the historical development of the United States and North America to 1877. Assignments will focus on reading, writing, and analysis.  
Prerequisites: **ENG 1301** or concurrent enrollment or **ENG 1302** or concurrent enrollment.

**Materials – Textbooks, Readings, Supplementary Readings**

**Required Texts:**

[FREE TEXTBOOK] The American Yawp: A Massively Collaborative Open U.S. History Textbook, Volume 1. <https://www.americanyawp.com/>

[FREE PRIMARY SOURCE READER] The American Yawp Reader: A Documentary Companion to the American Yawp, Volume 1. <https://www.americanyawp.com/reader.html>

*A Note about the Course Texts:*

**This is a discussion based course.** The quality of the course is directly related to your engagement – reading the assigned material, coming to class, taking part in discussion, and completing in-class assignments. Class discussion and all assignments are based on the textbook and reader.

*The syllabus/schedule are subject to change.*

## **Student Learning Outcomes**

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **Social Responsibility** - Students will demonstrate an understanding of societal and/or civic issues.

**Student Learning Outcomes will be assessed by the Academic Honesty Quiz and a Primary Source Analysis assignment.**

## **COURSE REQUIREMENTS**

### **Instructional Methods and Assessment**

This syllabus is available in D2L and is your guide for the course. This is a **discussion-based course**. What does that mean?

1. There is no lecture, no Power Point.
2. You must read the assignment and take notes – 1 to 2 pages focused points per week.
3. No technology, bring a notebook and pen.
4. Come to class ready to have a discussion with your classmates, using your reading notes.
5. Take more notes when in discussion.
6. Complete all in class assignments, every week.
7. Coming to class is required to pass the course. Classes are not recorded and it is impossible to make up a group discussion / assignment.

### **Assignments, Student Responsibilities, Expectations, and Tips for Success**

#### **Academic Honesty Quiz**

All students must complete the Academic Honesty Quiz in D2L during the first 10 days of the course. Log in to D2L, find Academic Honesty Quiz, click on the university policy, read it, complete the multiple choice quiz.

#### **Hello Note Card**

You will receive a notecard on the first day of class. You will write your name and five things you want me to know about you, turning it in at the end of class. In the past students have

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shared fun things like their favorite ice cream, their dog's name, or their love of sports, while others have taken the opportunity to note a different name they go by, their pronouns, or if they are nervous about this course.

### **In Class Quizzes**

Every Monday you will take an in class reading quiz over the assigned textbook chapter for the week. You will need a piece of paper and a pen to respond to the questions posted on the presentation screen. You will have 10 minutes to complete the quiz. Question format may be short answer, true or false, or multiple choice. There will be 14 reading quizzes.

Being late to class means you will miss the quiz.

You will also complete two quizzes over films watched in class. These will be short answer responses completed as you watch the film.

Reading quizzes and film quizzes will not be available in D2L. Any missed quizzes can only be made up in the event of an excused absence (see rules below) with make-ups scheduled in-person with the Graduate Assistant.

### **Group In-Class Assignments**

You will be assigned into groups during the first week of the course. This will be your group for in-class group discussion and collaborative in-class assignments. These assignments will occur every other week, in rotation with the Individual In-Class Assignments. The group will receive grades for these assignments, but only students who attend will receive credit for the group submissions.

### **Individual In-Class Assignments**

These assignments will occur every other week, in rotation with the Group In-Class Assignments. These assignments may include short quizzes, creative assignments, and reflections.

### **Engagement, Attendance & Student Conduct**

Regular engagement and keeping up with the material is critical in this course. Engagement includes attending class, being on time, engaging in discussion and activities, and completing all assignments. If you have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on.

Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor's note or positive dated covid PCR / flu test), death in a student's immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any other absences are **NOT** excused absences.

You must complete the readings prior to class and come prepared for discussion. Have your reading notes handy. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. That's about 12 hours a week, total. University classes can be difficult but not impossible with strict time management.

Note: Undergraduate students should not skip classes or be chronically late to class. Students are expected to attend every class session; attendance will be tracked. Each unexcused absence beyond two (2) instances will result in a semester grade reduction; excessive unexcused absences (more than 4) may be cause for a failing grade.

### **Primary Source Analysis Assignment**

This assignment asks students to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. Using the selected primary source document, students should write 1-2 paragraphs that: (1) identify the author/creator and context of the document (including when and where it was created); (2) consider the purpose of the document, including the author's goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the historical period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effect). The written analysis should be presented using full and complete sentences and proper grammar and punctuation.

### **Goodbye Notecard**

On the last day of instruction, you will receive a notecard. You will put your name at the top of the card and list five things you learned this semester, turning it in at the end of class. This could be anything related to the course topic, college life, technology, pretty much anything.

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## GRADING

50% of your grade is based on:

Academic Honesty Quiz	20
Hello Notecard	15
In Class Quizzes (15 @ 10 points each)	150
In Class Primary Source Analysis (4 @ 25 points each)	100
Goodbye Notecard	15

50% of your grade is based on:

In Class Discussion Assignments (group & individual)	150
Engagement (attendance, discussion, student conduct)	150

TOTAL: 600 points

**\*Student Evaluation Bonus:** At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen to D2L to replace one low quiz grade (10 points). Please make sure it is not a screenshot of any responses.

Semester Grades: A, Excellent: 100-90%; B, Good: 89-80%; C, Average: 79-70%; D, Below Average: 69-60%; F, Fail: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

## COURSE OUTLINE / CALENDAR

To access the readings each week, go to the online textbook and reader at the links below. Click on the appropriate chapter and start reading.

The American Yawp TEXTBOOK <https://www.americanyawp.com/>

The American Yawp READER <https://www.americanyawp.com/reader.html>

**UNIT 1: Introduction to the Course; How Do Historians Know What They Know?**

**Jan 12 - 16**

*The syllabus/schedule are subject to change.*

“History never looks like history when you’re living through it. It always looks confusing and messy, and it always looks uncomfortable.”

John W. Gardner

**Readings:**                    **Syllabus**

***Assignments Due This Week***

***Academic Honesty Quiz in D2L***

***Hello Notecard in class Wednesday***

***Group Discussion Assignment Friday***

**UNIT 2: Indigenous America**

**Jan 20 – 23; No Class Monday, Dr. MLK, JR Day**

"I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits."

Dr. Martin Luther King, Jr, Nobel Peace Prize acceptance speech, Oslo, Norway, 1964

**Textbook:**    ***The American Yawp, Chapter 1 – Indigenous America***

**Reader:**        *Journal of Christopher Columbus*

**Recommended Multimedia:**

[The Black Legend, Native Americans, and Spaniards](#)

***Assignments Due This Week***

***Reading Quiz 1 in class Wednesday***

***Group Discussion Assignment in class Friday***

**UNIT 3: Colliding Cultures**

**Jan 26 - 30**

“The viruses that cause smallpox, influenza, hepatitis, measles, encephalitis, and viral pneumonia; the bacteria that cause tuberculosis, diphtheria, cholera, typhus, scarlet fever, and bacterial meningitis—by a quirk of evolutionary history, all were unknown in the Western Hemisphere.”

Charles C. Mann, *1493: Uncovering the New World Columbus Created*

**Textbook:**    ***The American Yawp, Chapter 2 – Colliding Cultures***

**Reader:**        *John Lawson encounters Native Americans, 1709*

*Accusations of witchcraft, 1692 and 1706*

**Recommended Multimedia:**

*The syllabus/schedule are subject to change.*

[When is Thanksgiving? Colonizing America](#)  
[The Quakers, the Dutch, and the Ladies](#)

***Assignments Due This Week***

***Reading Quiz 2 in class Monday***  
***Individual Discussion Assignment in class Friday***

**UNIT 4: British North America**

**Feb 2 - 6**

“Every empire, however, tells itself and the world that it is unlike all other empires, that its mission is not to plunder and control but to educate and liberate.”

Edward Said, 2003

**Textbook:** *The American Yawp, Chapter 3 – British North America*

**Reader:** *Oludah Equiano describes the Middle Passage, 1789*

**Recommended Multimedia:**

[The Natives and the English](#)

***Assignments Due This Week***

***Reading Quiz 3 in class Monday***  
***Group Discussion in class Assignment on Friday***

**UNIT 5: Colonial Society**

**Feb 9 - 13**

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela, 2003

**Textbook:** *The American Yawp, Chapter 4 – Colonial Society*

**Reader:** *Extracts from Gibson Clough’s war journal, 1759*

**Recommended Multimedia:**

[The Quakers, the Dutch, and the Ladies](#) (If you didn’t watch it in Unit 2)

***Assignments Due This Week***

***Reading Quiz 4 in class Monday***  
***Primary Source Analysis #1 in class Friday***

## **UNIT 6: The American Revolution**

**Feb 16 – 20**

“These are the times that try men’s souls.”

Thomas Paine, 1776

**Textbook:** *The American Yawp, Chapter 5 – The American Revolution*

**Reader:** *Abigail and John Adams converse on women’s rights, 1776*

### **Recommended Multimedia:**

[Seven Years War and the Great Awakening](#)

[Taxes & Smuggling - Prelude to Revolution](#)

[Who Won the American Revolution?](#)

### **Assignments Due This Week**

**Reading Quiz 5 in class Monday**

**Film Quiz 1 in class Wednesday**

**Group Discussion in class Assignment Friday**

## **UNIT 7: A New Nation**

**Feb 23-27**

“...our civil rights have no dependence on our religious opinions, any more than our opinions in physics or geometry”

Thomas Jefferson, 1785

**Textbook:** *The American Yawp, Chapter 6 – A New Nation*

**Reader:** *Hector St. Jean de Crèvecoeur Describes the American people, 1782*

### **Recommended Multimedia:**

[The Constitution, the Articles, and Federalism](#)

[Where US Politics Came From](#)

[Thomas Jefferson & His Democracy](#)

### **Assignments Due This Week**

**Reading Quiz 6 in class Monday**

**Individual Discussion in class Assignment Friday**

## **UNIT 8: The Early Republic**

**Mar 2-6**

““Sell a country! Why not sell the air, the great sea...? Did not the Great Spirit make them for the use of his children?”

Tecumseh, 1810

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**Textbook:** *The American Yawp, Chapter 7 – The Early Republic*

**Reader:** *Abigail Bailey escapes an abusive relationship, 1815*

**Recommended Multimedia:**

[The War of 1812](#)

[Age of Jackson](#)

***Assignments Due This Week***

***Quiz 7 in class Monday***

***Primary Source Analysis #2 in class Friday***

**March 9-13, Spring Break!**

**UNIT 9: The Market Revolution**

**Mar 16-20**

“Hold Fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.”

Langston Hughes

**Textbook:** *The American Yawp, Chapter 8 – The Market Revolution*

**Reader:** *Harriet H. Robinson remembers a mill workers’ strike, 1836*

**Recommended Multimedia:**

[The Market Revolution](#)

***Assignments Due This Week***

***Quiz 8 in class Monday***

***Film Wednesday & Finish Friday***

***Individual Discussion in class Assignment Friday***

**UNIT 9: Democracy in America**

**Mar 23-27**

“A functioning, robust democracy requires a healthy, educated, participatory followership, and an educated, morally grounded leadership.”

Chinua Achebe

**Textbook:** *The American Yawp, Chapter 9 - Democracy in America*

**Reader:** *Frederick Douglass, “What to the Slave is the Fourth of July?” 1852*

***Assignments Due This Week***

*The syllabus/schedule are subject to change.*

**Quiz 9 in class Monday**

**Group Discussion in class Assignment Friday**

**UNIT 10: Religion and Reform**

**Mar 30 – Apr 3**

“Rather than love, than money, than fame, give me truth.”

Henry David Thoreau

**Textbook:** *The American Yawp, Chapter 10 - Religion and Reform*

**Reader:** *Dorothea Dix defends the mentally ill, 1843*

*Henry David Thoreau reflects on nature, 1854*

**Recommended Multimedia:**

[Women in the 19<sup>th</sup> Century](#)

[Reform Movements](#)

**Assignments Due This Week**

**Quiz 10 in class Monday**

**Group Discussion in class Assignment Friday**

**UNIT 11: The Cotton Revolution**

**Apr 6 – 10**

“All I ask of our brethren is that they take their feet off our necks.”

Sarah Grimké

**Textbook:** *The American Yawp, Chapter 11 – The Cotton Revolution*

**Reader:** *Harriet Jacobs on rape and slavery, 1860*

*George Fitzhugh argues that slavery is better than liberty and equality, 1854*

**Recommended Multimedia:**

[Slavery](#)

**Assignments Due This Week**

**Quiz 11 in class Monday**

**Individual Discussion Assignment in class Friday**

**UNIT 12: Manifest Destiny**

**Apr 13-17**

“For myself, I was bitterly opposed to the measure [Mexican-American War], and to this day regard the war, which resulted, as one of the most unjust ever waged by a stronger against a weaker nation.”

Ulysses S. Grant, 1885

**Textbook:** *The American Yawp, Chapter 12 - Manifest Destiny*  
**Reader:** *John O'Sullivan declares America's manifest destiny, 1845*

**Recommended Multimedia:**

[War and Expansion](#)

**Assignments Due This Week**

**Quiz 12 in class Monday**

**Primary Source Analysis #3 in class Friday**

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**UNIT 13: The Sectional Crisis**

**Apr 20-24**

"A house divided against itself cannot stand."

Abraham Lincoln, 1858

**Textbook:** *The American Yawp, Chapter 13 – The Sectional Crisis*

**Reader:** *Stories from the Underground Railroad, 1855-56*

**Recommended Multimedia:**

[The Election of 1860 & The Road to Disunion](#)

**Assignments Due This Week**

**Quiz 13 in class Monday**

**Film Quiz 2 (14) in class Wednesday**

**Group Discussion Assignment in class Friday**

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**UNIT 14: The Civil War**

**Apr 27 – May 1**

"I am tired and sick of war. Its glory is all moonshine. It is only those who have neither fired a shot nor heard the shrieks and groans of the wounded who cry aloud for blood, for vengeance, for desolation. War is hell."

William Tecumseh Sherman

**Textbook:** *The American Yawp, Chapter 14 – The Civil War*

**Reader:** *Alexander Stephens on slavery and the Confederate constitution, 1861*

**Recommended Multimedia:**

[The Civil War, Part 1](#)

[Battles of the Civil War](#)  
[The Civil War, Part 2](#)

### ***Assignments Due This Week***

***Quiz 15 in class Monday***  
***Wednesday Semester Post Mortem / Reflection***  
***Individual Discussion in class Assignment Friday***  
***Goodbye Notecards in class Friday***

### **Final Exam Week, May 4 - 8:**

***Note: Special Day and Time; No Other Classes This Week***

***Monday, May 4 - 1:15pm – 3:15pm***

***Primary Source Analysis #4 in class***

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a

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backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Blue/black ink pen or pencil required: All writing assignments will be completed in class and should be legible.

Citation style should be MLA, parenthetical with author and page number, for quotations and paraphrasing. It should look like this:

Jurgis is injured on the job and the doctor orders him to stay in bed for two months or risk lameness in his leg for life (Sinclair, 121).

### **Interaction with Instructor Statement**

You are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies.

When sending an email to any professor, treat it as if you are sending a message to a boss or employer – be professional. Do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class number – HIST 1301. I need to know exactly which of my courses you are in.
- 3) Begin your email with a salutation – Dear Dr. Ross, Dear Professor Ross; end the email with your name, that is “sign” your message. I need to know who you are.

### **Making Up Work & Late Assignments**

*The syllabus/schedule are subject to change.*

If you have an excused absence, reading quizzes and primary source analysis assignments can be made up with no penalty. Any work made up without an approved extension due to an excused absence for a university event may receive a one letter grade reduction in the final score.

### **Student Evaluation Bonus**

There is no extra credit in this course. You are encouraged to talk to the instructor early and often if you are having problems in the course. There will be no special dispensations, favors, or individualized extra credit opportunities. It is not fair to the rest of the class if one student receives an opportunity not offered to the entire class. The Student Evaluation Bonus can be completed to replace one low quiz grade.

### **Electronics Policy**

There are no electronics allowed in class unless the student has accommodations through SDRS or otherwise allowed by the professor on certain days.

No cell phone

No ear buds/headphones

No laptops or tablets

Violating the policy will negatively affect your Engagement score (50% of your grade).

### **Plagiarism**

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History & Liberal Studies Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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### **Statement on Student Grievances**

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

#### **AI Use Policy**

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East Texas A&M University acknowledges that there may be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

**No AI use is allowed in this course. Students should not use any text generated by AI in any graded assignments. Use of AI to write any part of an assignment and present it as the student's work is prohibited. This applies to this course only – HIST 1301.**

#### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

#### **Nondiscrimination Notice**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

#### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A&M Supports Students' Mental Health**

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.etamu.edu/counsel](http://www.etamu.edu/counsel)



<http://telusproduction.com/app/5108.html>