



History, Political Science, Philosophy, and American Studies

Date: November 30, 2022

TO: Provost Pamela Steinke

RE: Requested Authorization for HIST106 as a REACH Course

I am writing in my capacity as Chair of the Department of History, Political Science, Philosophy, and American Studies to request the addition of HIST 106: History of the United States from 1865 to the list of REACH courses offered at USC Upstate. This is a three-credit course that falls in sequence after HIST 105 (History of the United States to 1877). HIST 105 is already an approved REACH course.

HIST 106 is a logical addition to our REACH curriculum for several reasons. First, each of the documents required by REACH fits logically within the scope of the course. While the course emphasis falls after the Federalist Papers, the Declaration of Independence, and the Constitution, the content from each of these documents asserts itself throughout U.S. history. Second, the course is especially amenable to the inclusion of the Emancipation Proclamation and documents from the African-American freedom struggle, both of which are required in REACH. Third, History is a mandatory distribution area for all students, so this course represents a logical way to increase student flexibility in the History course they choose to complement their general education experience while meeting the REACH requirement.

I am including a syllabus for HIST 106 for your consideration. Each of the REACH elements is highlighted in yellow. Students will be required to read each of the documents in their entirety as required by the law. I am requesting that you forward this proposal to the South Carolina Commission on Higher Education for their approval. I believe that they will find that this course is very similar to some of the other courses that other South Carolina public universities are using to meet the REACH requirement.

If you have any questions, please let me know. Thank you for your time and consideration.

A handwritten signature in black ink that reads "Trevor Rubenzer".

Trevor Rubenzer  
Chair: HPPA  
Professor of Political Science

History 106 U. S. History from 1865  
Dr. Carmen Harris  
Sections 01 and 02

Fall 2022  
Office: Media 107  
Office Hours: 1:30-3:30 M; 10:30-11:20 WF, 1:30-2:30 W  
or by appointment  
cvharri@uscupstate.edu or drh2002@bellsouth.net

Copies of this syllabus and other course materials are posted at <https://blackboard.sc.edu>

History 106 is a survey of the “rise of modern America after the Civil War, emphasizing the political, social, economic, and intellectual trends that contributed to the development of contemporary society.”

**This course is a required course for history majors, minors and middle grades education majors. These students must earn a C or better in the course for it to count toward degree completion.**

The required texts for this class are:

David R. Goldfield, et. al. *The American Journey: A History of the United States*, Volume 2 (8th Edition) (Prentice-Hall, 2017). **EARLIER EDITIONS OF THIS TEXT MAY NOT MATCH THE CONTENT OF THIS TEXT. STUDENTS ACCEPT FULL RESPONSIBILITY FOR ANY PROBLEMS THAT ARISE OUT OF THE USE OF OTHER EDITIONS.**

Paul Buhle, et. al., *Eugene V. Debs: A Graphic Biography* (Verso, 2019)

**To comply with the SC REACH Act, students must also read as assigned (assigned readings will appear in red in the course schedule). Documents marked by \* are mandatory. All documents must be read in their entirety. At least one of the documents below the Emancipation Proclamation must be read.**

\*The Declaration of Independence of the United States of America

The Articles of Confederation

\**The Federalist Papers* (number 9, 10, 39, 54, and 69)

\*The Constitution of the United States

*Dred Scott v. Sanford* (1857)

\*The Emancipation Proclamation

The Civil Rights Act of 1866

The Civil Rights Act of 1875

Civil Rights Cases (1883)

*Plessy v. Ferguson* (1896)

*Brown v. Board of Education of Topeka Kansas* (1954)

*Brown II* (1955)

The Civil Rights Act of 1957

The Civil Rights Act of 1964

“I Have a Dream Speech” 1963 by Martin Luther King, Jr.

“Testimony Before the Credentials Committee, Democratic National Convention” Atlantic City, New Jersey - August 22, 1964 by Fannie Lou Hamer

The Voting Rights Act of 1965

The Civil Rights Act of 1968

**SECTION [59-29-130](#). Public institutions of higher learning; required instruction; applicability.**

Section effective beginning with the 2021-2022 school year. See, also, Section 59-29-130 effective until beginning of the 2021-2022 school year.

(A)(1)(a) A public institution of higher learning, as defined in Section 59-103-5, that offers classes which may fulfill general education or liberal arts requirements shall require each undergraduate student, except a student eligible for the exemption provided in item (2), to complete no fewer than three semester credit hours or their equivalent in American history, American government, or another equivalent course of instruction that provides a comprehensive overview of the major events and turning points of American history and government which includes, at a minimum, reading:

(i) the United States Constitution in its entirety;

(ii) the Declaration of Independence in its entirety;

(iii) the Emancipation Proclamation in its entirety;

- (iv) a minimum of five essays in their entirety from the Federalist Papers as selected by an instructor; and  
(v) one or more documents that are foundational to the African American Freedom struggle.

### ATTENDANCE

USC Upstate has adopted an attendance policy the relevant points of which are in Blackboard. I allow **only** 5 non-excused absences for this class. **Excused absences are those defined in the USC Upstate attendance policy only. Any exceptions will be handled on a case-by-case basis. Once you miss these 5 classes, your final course grade will drop by 3 points for each additional absence.** Use your absences wisely. An acknowledgement of a student-volunteered reason for an absence should not be taken as my “excusing” the absence. You must follow the guidance in the USC attendance policy to attain its benefits. Please be mindful of the 5% rule as explained in the policy. My policy permits students to miss up to 12% of the class without a grade penalty. Thereafter the options described in the USC Upstate attendance policy apply

**While I typically will mark a student present if they arrive after I have taken roll, I will not do so with students who arrive more than 5 minutes late on a habitual basis.**

**If you stop attending that does not mean you dropped. You must drop the course if you do not want a final grade. Students may drop courses electronically through Banner. I do not sign retroactive withdrawals unless there are documented extenuating circumstances.**

### LEARNING ENVIRONMENT

The student handbook establishes parameters for student rights and responsibilities in the classroom as outlined in the section entitled [“Student Rights & Freedoms,” Section I: In the classroom](#). Students will be accorded the full range of their rights but are expected to respect the rights of the professor and other students that are established under Section VII: Code of Student Behavior especially subsections A “Philosophy” and D “Rights and Prohibited Conduct. **I expect students to be prepared for class by reading any assignments for the day in advance and preparing for course assessments. I WILL NOT GIVE OUT OR POST NOTES. If you choose not to take notes, please sit quietly.** Student questions or content ideas on course subject matter for discussion are eagerly hoped for and are welcomed.

### LEARNING EXPECTATIONS

**General education curriculum objectives** are designed to meet the university’s competency VII history requirements.’’ Students in this course will

1. Demonstrate knowledge of at least two of the following historical dimensions/themes: political, cultural, intellectual, economic, and social.
2. Demonstrate an understanding of causal relationships between historical events.

**Content objectives** are related directly to the body of material for this course that is described in the catalog description on page 1. Major historical periods and themes will follow outline of the Advanced Placement course for high school students offered by the College Board. These are included in this syllabus.

### BLACKBOARD

Blackboard is online educational platform that is an essential part of course management. All students are expected to sign on to blackboard and establish settings to receive course announcements, handouts, and e-mail (if you elect not to use your Upstate email). Students are responsible for all instructional content posted on or sent via Blackboard. Students must submit assignments through Blackboard when required.

### VIDEOS

In the event that videos are shown, students are expected to take notes. Sleeping or doing non-course related work will result in being asked to leave. Video material may be included (sometimes explicitly, a video quiz for example, and sometimes implicitly), as a source of evidence in an essay, for example) on exams and quizzes. For ease of note taking, at least one set of lights will remain on during all videos. Videos may also be assigned through Bb in lieu of lectures.

## GRADE DISTRIBUTION AND DISCUSSION OF ASSIGNMENTS

Dates for assignments appear in the course reading schedule. The final grade for this class will be determined as follows:

*Exam #1	15%
*Exam #2	15%
*Final Exam	15%
Paper	10%
Constitution Quiz	5%
Syllabus Quiz	5%
Engagement activities	5%
*Quizzes	<u>30%</u>
	100%

Some students may deem the number of assignments to be “a lot of work.” The justification for this is so that assignment grades are not perceived as “high stakes” (meaning that if a student does poorly on the assignment their chances of a good grade in the class are gone). This is intended to encourage students to learn from their mistakes and improve. It also lessens the need for “extra credit” assignments that shift focus from the course content.

### *AVOIDING AN F*

**\*Since the exams are not cumulative, failure to complete one exam *or* failure to complete at least 75 percent of the quizzes will result in failure of the course.**

### **TERM POOLS (Word Banks)**

Terms pools are provided for each chapter. These pools provide a point of focus as students read the chapter in an effort to improve critical reading skills. As you read, decide which terms are important to your understanding the chapter and which are not. Students are invited to participate in the selection of terms for the study guides.

### **STUDY GUIDES**

No professor is required to provide study guides. I provide study guides for matching quizzes, including the constitution quiz and all exams only. Terms will be available before essay topics as I reflect on the progress of the unit before drafting topics. I thank in advance for your patience as I work to complete study guides. Terms pools are provided for each chapter. These pools provide a point of focus as students read the chapter in an effort to improve critical reading skills. As you read, decide which terms are important to your understanding the chapter and which are not. Students are invited to participate in the selection of terms for the study guides. When students participate in the process, I am able to provide study guides more quickly than I can when students elect not to participate in the process. A majority of the enrollment of both sections must participate.

In addition to the study guide, you will find terms and themes below that will help you to decode essay topics and questions.

### **THE PURPOSE OF ASSESSMENT**

The use of exams, content quizzes, and the paper is for students to demonstrate through application of facts and clear exposition the level of mastery of the knowledge base and their understanding of the moments in the past. When assessment is done through essays, demonstration of understanding of generalizations by using examples in support of such statements is expected.

### **EXAMS**

Exams will consist of matching terms **and** essays. Students will receive a study guide in advance of each exam. Rather than wait for the distribution of the study guide, students can begin work on essay topics by using the themes and topics on pages 8-10 of this syllabus. Students must bring pens (blue or black) for the exams and quizzes. Phones, calculators, MP3 players and other devices exams are prohibited during exams. Non-exam materials on desks or in open view will be subject to inspection.

Make-up exams **for unexcused absences** will be administered at my discretion and may be administered at the Testing Center or during the final exam period along with the regular final exam. A request for a make-up exam without provision of **excused absence documentation** will have an exam day penalty of 10 points deducted and an additional 10 points deducted if not taken within a week of the exam's administration date. **I reserve the right not to apply this penalty if I believe it is warranted.** A request for a make-up exam with acceptable documentation of an extenuating circumstance will not be subject to any penalty so long as it is completed within a week of the exam's administration date. If a Testing Center appointment is not kept then the exam must be taken during the three-hour final exam period.

#### QUIZZES AND DOCUMENT ANALYSES (See separate section on Constitution quizzes below)

Quizzes are a useful way of encouraging diligent reading and preventing fruitless last-minute cramming for an exam. There will be two essay quizzes (no study guide provided), two matching quizzes (study guide provided) and two document analysis and syllabus quizzes (no study guide provided). Document analyses will be completed outside class (instructions will be provided). The documents may be from your text or I may distribute documents I have selected from another source.

**THERE ARE NO MAKE-UP QUIZZES** under any circumstances **this includes with medical documentation.** Students who will know they will miss a scheduled quiz must request a quiz in advance. **STUDENTS WHO ARRIVE LATE FOR A QUIZ ARE EXPECTED TO COMPLETE QUIZ WITHIN THE ALLOTTED TIME.** Because all the quizzes are announced in the course reading schedule, **no quiz grades are dropped.** In those instances **when I deem that documented circumstances exist where there is not time to request a quiz in advance, I reserve the right to adjust the individual grade distributions to address these circumstances. However, students should not expect this potential courtesy to extend beyond one instance.** Students who miss quizzes will typically receive a grade of 0 for that quiz. The final quiz average will be determined as follows: the grades for quizzes 1-6 will be added together and divided by 6 (presuming no adjustments). Regardless of adjustments, bonus points are awarded based on the completion of the 6 numbered quizzes. **Students who have 10 percent of their grade (two 5-point quizzes) exempted for extenuating reasons may only achieve a maximum grade of B+.**

#### Bonus points

If a student completed all assignments	5 points will be added to the QUIZ average
If a student completed all but 1 assignment	4 points will be added to the QUIZ average
If a student completed all but 2 assignments	3 points will be added to the QUIZ average

#### CONSTITUTION QUIZ

I believe that Americans should know some basic information how their country was organized and the people who have run it. Therefore, we will have two quizzes on the Constitution. The Constitution is reproduced in the textbook Appendix pages. This matching quiz will be administered in 2 sections. The first section is Quiz 1 covers Amendments 13-19 and the second Section is Quiz 2 and covers Amendments 20-27. **I will provide a study guide for these assignments, which you will have to correlate to the appropriate constitutional amendment. The language on the quizzes will exactly match the language on the study guide.**

#### PAPER

All students will write a review 1,000 words total of the book *Eugene V. Debs: A Graphic Biography*. You will summarize the book in no more than 400 words. Then respond the following **prompt** in the remaining space: **Take a position—totally agree, partially agree and partially disagree, or totally disagree with the following statement: **Debs activities are consistent with the struggle for progress in the USA since 1865.** Explain your answer.** (You can agree totally, in some ways but not others, or not at all with this statement.) You must back up your point of view on this with facts as relevant from the beginning of the course through the early 1970s. In other words, don't just use events that Shales discusses to shape your answer, think of how US history as it unfolded from 1865 to 1970.

**The paper must be submitted through the safe assignment link provided in Blackboard, which checks for plagiarism. **TURN IN HARD COPY FOR GRADING.** Only class sources are permissible for the paper. Papers must use Chicago/Turabian style footnotes or endnotes, which is the conventional style in historical writing. Academic Integrity: This assignment is intended to permit students to demonstrate the ability to integrate a book with the course content in a manner that illustrates their understanding of U.S. history. Do not use any sources OTHER than the books assigned for this class and any notes from this class. Students are expected to know the requirements of plagiarism or to ask for guidance. A list of practices that constitute plagiarism are included on the assignment sheet. Plagiarism is not based on intent—it is possible to plagiarize out of ignorance. Willful ignorance—ensuring that you understand what plagiarism is—after this warning will not receive sympathy.**

## ENGAGEMENT ACTIVITIES

One of keys to academic success is course preparation. Five (5) percent of your grade will be awarded based on your engagement. This will be measured by either pre- and/or post-lecture questions.

## LATE WORK POLICY

**The only late work accepted in this class will be the paper.** It will be penalized 5 points if not turned in on the due date and an additional point will be deducted each day (including weekends) until the assignment is submitted. If the paper is not turned in before all papers submitted on time are graded and returned, an additional 5-point penalty will be added on the day papers are returned. The one-point penalties continue thereafter until the work is submitted. No late work will be accepted after 5 p.m. on **Friday December 2**. At that point, the grade for the paper becomes zero.

## GRADES

It is important for students to recognize that grades are not an absolute indicator of aptitude, learning, or effort. Grades reflect your level of success in converting the breadth and depth of knowledge that you have learned into a format that demonstrates both factual knowledge accuracy and historical thinking.

## WITH THE EXCEPTION OF THE PAPER WHICH IS GRADED ON A RUBRIC, THE SCALE FOR GRADING ALL WRITTEN WORK IS

**I typically return assignments no later than two weeks after administered.** Point values for matching and document are indicated on the assignment. A rubric will be used in grading the papers. Essays will be assigned a letter grade.

A+ → 98	B+ → 87	C+ → 77	D+ → 67	F → 50
A → 94	B → 83	C → 73	D → 63	DID NOT COMPLETE → 0
A- → 90	B- → 80	C- → 70	D- → 60	

Students whose effort on an essay quiz or an exam essay question is substandard will receive a grade of 0 for that essay. The minimum grade for students who attempt 5 identification and historical significance answers, seriously, will be 50. When less than 5 are answered or the answers are obviously filler the student will receive the number of points awarded for the answers as presented. This grade may be less than 50 points.

## ASSIGNMENT OF FINAL GRADES

The average for the final grade will receive the indicated letter grade. Each letter grade is matched by the corresponding number range in the column to its immediate right. **Deductions fore excessive absences will be made from the final grade.**

A	90-100	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
C+	75-79	F	below 60

## EXTRA CREDIT

The number of assignments provides many opportunities for a student who gets off to a rocky start to improve overall performance. I generally do not offer extra credit. However, students who score below 55 on an exam or a numbered quiz can have the grade on that assignment raised to 55 if the student passes a subsequent assignment of the same type (e.g. a passing grade on a numbered quiz will raise a very low grade on a prior numbered quiz; the same is true for exams). The grades on the final quiz and final exam stand as they are. These opportunities permit students to salvage valuable points toward their final grade without extra work. **I am not obligated to raise the grade of a student who is near a higher grade. Intangible factors such as positive effort, behavior, and tangible factors such as attendance and timely submission of assignments may help a student who is closer to a higher grade (2 or fewer points) achieve that grade. Should I decide to offer “extra credit” it will be at my discretion and in a manner that will be directed at improving student performance on assignments rather than external to the course.**

## SPECIAL NEEDS

“USC Upstate supports the ongoing development of an accessible university that embraces diversity through educational programming, services, resources, and facilities that are usable by all members of the campus community. In keeping with University policy, any student with a disability who requests academic accommodations should contact Disability

Services at 503-5199 to arrange an appointment with a Disability Services staff member. Students are encouraged to seek an appointment as early in the semester as possible, as accommodations are not provided retroactively.”

### **STUDENT ATHLETE POLICY**

**Student athletes** are responsible for having coaches provide information on their absences **in advance of events** if they expect to make-up missed work. Unless it constitutes a hardship, quizzes should be taken in advance. I appreciate the courtesy of a reminder when you will be absent the class before. As I will be recording at least one in-person class so that my asynchronous class can view lectures, these will be available for students to review and take notes.

## **ETIQUETTE AND ETHICS**

### **EXPECTATIONS OF STUDENT CONDUCT AND BEHAVIOR**

**Enrollment Expectations: By enrolling in this course, you agree to follow the policies and procedures I establish in this syllabus and other course materials. See Student Handbook excerpt below.**

I expect all students to adhere to USC-Upstate’s code of conduct for academic integrity and student behavior (<https://www.uscupstate.edu/globalassets/policies/usc-upstate-students-code-of-conduct.pdf>) and to behave civilly to me and to their peers. If a student’s in-class behavior prevents orderly operation of the classroom or behavior in other contexts (electronic or verbal communication) violates the standards of civility, s/he will be referred to the Dean of Students. If the incident occurs in class the student will be dismissed and **marked absent for the day**. A repeat offense will result in denial of admittance to the class. Additional information is here <https://www.uscupstate.edu/globalassets/current-students/dean-of-students/usc-upstate-student-planner-2019-2020.pdf>

### **CELL PHONE, TABLET AND LAPTOP POLICY**

Do not use (talk, text, surf) your phone during class as I find it distracting. Tablets and laptops may be used to take notes but not to social network or do work for other classes. Violation of the laptop policy will result in retraction of permission to use it. Other than for post-lecture quizzes, as explained in the **EXAMS** section above, you may not have access a digital device for any reason during any type of in-class assessment (quizzes or exams).

### **ACADEMIC INTEGRITY**

I do not tolerate cheating and I hold students accountable for academic dishonesty. Broad types of dishonesty and consequences are listed below. Many students believe that they understand what constitutes plagiarism but do not. I provide information on what constitutes plagiarism. You are responsible for acquainting yourself with it. Lack of intent will not be accepted when plagiarism is found.

#### **Plagiarism**

1) Book papers: Copying or patchwriting from the book even with appropriate citation will result in an automatic one letter grade reduction, referral to and/or documentation to the Dean of Students. Use of any sources not assigned in the class including book descriptions or reviews of the book for any portion of the paper will result in the following: a grade of 0 for the paper, a further letter grade deduction from the final grade, and a report to the Dean of Students and an X assigned with the final grade regardless of the letter grade. Students who attempt to drop to avoid the sanction will be re-enrolled by the Dean of Students. The Dean of Students may assign additional sanctions. **See specific guidance regarding this book above and on the assignment sheet.**

#### **Cheating**

2) The USC Upstate *Handbook* provides these examples (not an all-inclusive list) of cheating: “Any conduct during a program, course, quiz or examination that involves the unauthorized use of written or oral information, or information obtained by any other means of communication. • The buying, selling, sharing of questions or theft of any examination or quiz prior to its administration. • The unauthorized use of any electronic or mechanical device during any program, course, quiz or examination or in connection with laboratory reports or other materials related to academic performance. • The unauthorized use of notes, laboratory reports, term reports, theses and written materials in whole or part. • The unauthorized collaboration on any test, assignment or project.”

Use of any method to cheat on a quiz or exam will result in a 0 for the assignment, a further deduction from the final grade that is equivalent to the value of the assignment, and a report to the Dean of Students and an X assigned with the final grade. Students who attempt to drop to avoid the sanction will be re-enrolled by the Dean of Students. The Dean of Students may assign additional sanctions. In circumstances where more than one student is involved, all students will receive this sanction.

**The X grade signifies academic dishonesty. Grades with an X are not subject to grade forgiveness and will remain on the transcript for two years. Relevant information on the academic integrity code is in below. Those who cheat or plagiarize have to do it successfully every time. To make a charge against a student for cheating or plagiarism, the professor only has to be successful once.**

### **CAVEATS**

**To improve quality of instruction and ensure student success, the guidelines in this syllabus or dates of assignments may be modified. Changes will be posted on the Blackboard version of the syllabus only.**

**Modifications are typically postponement of quiz/test dates when I feel that it is necessary to cover material in class students *already* should have read to ensure it is understood before the assessment.**

**Modifications WILL NOT include cancellation of assignments. Please don't suggest or ask that I cancel assignments. Thank you!**



Reading Schedule History 106 Sections 01 and 02  
**Read independently on the assigned dates, not as covered in class.**

Before attending class on	Read	Assignments	Special Notes
Aug 19			
Aug 22	353-365		<b>Emancipation Proclamation (see Bb)</b>
Aug 24	365-377		<b>Begin at 16.3.3 Southern Republican Governments, 1867-1870</b>
Aug 26	379-389		<b>Civil Rights Act of 1866, Civil Rights Act of 1875, or Civil Rights Cases (1833)</b>
Aug 29	389-400		<b>Begin at 17.4 Settling the Race Issue <i>Plessy v. Ferguson</i> (1897)</b>
Aug 31	<b>428-435</b>		
Sep 2	<b>500-511</b>		<b>On page 511 stop at the end of 22.2.4 Treaty of Paris</b>
<b>Labor Day, No Class</b>			
<b>To meet the requirement of the SC REACH Act please read the following:</b>			
*The Declaration of Independence of the United States of America (753-754)			
*The Federalist Papers (number 9, 10, 39, 54, and 69) (see Bb)			
*The Constitution of the United States through amendment 12 (pages 758-765). The remainder of the Constitution will be assessed with the Constitution Quiz.			
<b>Sep 3</b>			
Sep 5	<b>436-448</b>	<b>Quiz #1</b>	<b>Begin at 19.2 Exploiting the Mountains</b>
Sep 7	<b>402-412</b>		
Sep 9	<b>412-426</b>		<b>Begin at 18.2 New Immigrants</b>
Sep 12	<b>450-460</b>	<b>Quiz #2</b>	
Sep 14	<b>460-472</b>		<b>Begin at 20.3.3 Beginning of Federal Regulation</b>
Sep 16			
Sep 19			
Sep 21		<b>Exam #1</b>	
Sep 23	474-487		
Sep26	487-498		<b>Begin at 21.3 Reforming Politics and government</b>
Sep 28	511-521	<b>Constitution Quiz part 1 Amendments 13-19</b>	<b>Begin at 22.3 Imperial Ambitions: The United States and East Asia, 1899-1917</b>
Sep 30	522-533		
Oct 3	532-542		<b>Begin at 23. 3 Waging War and Peace Abroad</b>
Oct 5	544-554		
Oct 7	555-565	<b>Quiz #3</b>	
Oct 10	567-577		
Oct 12	577-590		<b>Begin at 25.3 Launching the New Deal</b>
<b>Fall Break, No Class Oct 13-14</b>			
Oct 17	590-593, 595-604		<b>Start at 25.6 Good Neighbors and Hostile Forces</b>
Oct 19	604-619	<b>Quiz #4</b>	<b>Begin at the 26.3 Mobilizing for Victory</b>
Oct 21			
Oct 24			

Before attending class on	Read	Assignments	Special Notes
Oct 26		Exam #2	
Oct 28	612-631		
Oct 31	631-644		Begin at 27.3 Confronting the Soviet Union
Nov 2	645-653		<b>Brown v. Board, Brown II, or Civil Rights Act of 1957</b>
Nov 4	653-661	Quiz #5	Begin at 28.2 Facing Off with the Soviet Union
Nov 7	661-669		Begin at 28.4 Righteousness Like a Mighty Stream: The Struggle for Civil Rights
Nov 9	<b>671-676, 682-683, 676-682</b>	Constitution Quiz Part 2 <b>Amendments 20-27</b>	Stop on page 676 at the end of 29.1.3 From Dissent to Confrontation, read <u>29.4 Year of the Gun through 29.4.3 Red Spring</u> , and 29.2 <i>New Voices through 29.3.4 Suburban Independence: The Outer City</i>
Nov 11	684-695		Begin at The 29.4.4 Violence and Politics: King, Kennedy, and Chicago <b>King Speech, Hamer Speech, or Civil Rights Act of 1964 or Voting Rights Act of 1965 or Civil Rights Act of 1968</b>
Nov 14	<b>707-713</b>		Begin at 30.2 The Climax of the Cold War and stop at the end of 30.2.5 The Persian Gulf
Nov 16	697-707		Stop at 30.1.7 Consolidating the Revolution: George H. W. Bush
Nov 18	713-721	Paper due	Begin at 30.3 Growth in the Sunbelt
Nov 21	723-739		
<b>Thanksgiving Break: November 23-25</b>			
Nov 28	740-751	Quiz #6	
Nov 30			
Dec 2			Last day of classes

**Quizzes #1 and #4** are essay; a study guide *will not be provided* these quizzes may be on any topic covered in the class up to that point

**Quizzes #2 and #6** are matching with a list of terms of which students must know the historical significance

**Quizzes #3 and #5** are document analysis and synthesis with document analysis completed outside class and due at quiz

#### Final Exams

Section 001 Monday, December 5, 11:30 am to 2:30 pm

Section 002 Wednesday, December 7, 11:30 am to 2:30 pm

### Fall 2022 Academic Calendar

Aug. 16	Tuesday	Faculty reporting day
Aug.	TBD	First cancellation for non-payment of fees
Aug. 18	Thursday	Fall classes begin Continuing registration; drop/add on SSC
Aug. 19	Friday	Continuing registration; drop/add on SSC
Aug. 22-23	Monday-Tuesday	Drop/add on SSC
Aug. 24	Wednesday	Drop/add on SSC  Last day to receive 100% refund Last day to drop without receiving a 'W' Last day to change from credit to audit. Second Cancellation for non-payment*
Sept. 5	Monday	Labor Day Holiday - no classes
Sept. 15	Thursday	Last day to apply for December graduation online
Oct. 3-7	Monday-Friday	Mid-term Grades due
Oct. 13-14	Thursday-Friday	Fall Break – no classes
Oct. 17-28	Monday - Friday	Academic advisement for spring/summer 2023
Oct. 31-Nov 11	Monday - Friday	Priority registration through SSC for spring 2023
Nov. 2	Wednesday	Last day to withdraw from courses without academic penalty (grade of W recorded)
Nov. 3	Thursday	First day WF grade assigned
Nov. 8	Tuesday	General Election Day - no classes
Nov. 14, 15	Monday-Tuesday	Priority registration for Direct Connect students
Nov. 21	Monday	Open registration begins
Nov. 23-25	Wednesday-Friday	Thanksgiving break – no classes

Dec. 2	Friday	Last day of classes
Dec. 3	Saturday	Reading day
Dec. 5-9	Monday-Friday	Final exams
Dec. 10	Saturday	Convocation to honor December graduates
Dec. 16	Friday	Grades due at 9:00 a.m.

---

*\*Reinstatement and late fees apply after this date.*

## Major Themes from AP College Board

**American Diversity:** The multiple origins of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

**American Identity:** Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

**Culture:** Individual and collective expression through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

**Demographic Changes:** Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

**Economic Transformations:** Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

**Environment:** Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

**Globalization:** Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

**Politics and Citizenship:** American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

**Reform:** Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

**Religion:** The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

**War and Diplomacy:** Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

## Content Objectives: Major Periods and Topics in U.S. History since 1865

Use these for your Document Analysis and Synthesis Quizzes

### Reconstruction

- A. Presidential and Radical Reconstruction
- B. Southern state governments: aspirations, achievements, failures
- C. Role of African Americans in politics, education, and the economy
- D. Compromise of 1877
- E. Impact of Reconstruction

### The Origins of the New South

- A. Reconfiguration of southern agriculture: sharecropping and crop lien system
- B. Expansion of manufacturing and industrialization
- C. The politics of segregation: Jim Crow and disfranchisement

### Development of the West in the Late Nineteenth Century

- A. Expansion and development of western railroads
- B. Competitors for the West: miners, ranchers, homesteaders, and American Indians
- C. Government policy toward American Indians
- D. Gender, race, and ethnicity in the far West
- E. Environmental impacts of western settlement

### Industrial America in the Late Nineteenth Century

- A. Corporate consolidation of industry
- B. Effects of technological development on the worker and workplace
- C. Labor and unions
- D. National politics and influence of corporate power
- E. Migration and immigration: the changing face of the nation
- F. Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

### Urban Society in the Late Nineteenth Century

- A. Urbanization and the lure of the city
- B. City problems and machine politics
- C. Intellectual and cultural movements and popular entertainment

### Populism and Progressivism

- A. Agrarian discontent and political issues of the late nineteenth century
- B. Origins of Progressive reform: municipal, state, and national
- C. Roosevelt, Taft, and Wilson as Progressive presidents
- D. Women's roles: family, workplace, education, politics, and reform
- E. Black America: urban migration and civil rights initiatives

### The Emergence of America as a World Power

- A. American imperialism: political and economic expansion
- B. War in Europe and American neutrality
- C. The First World War at home and abroad
- D. Treaty of Versailles
- E. Society and economy in the postwar years

### The New Era: 1920s

- A. The business of America and the consumer economy
- B. Republican politics: Harding, Coolidge, Hoover
- C. The culture of Modernism: science, the arts, and entertainment
- D. Responses to Modernism: religious fundamentalism, nativism, and Prohibition
- E. The ongoing struggle for equality: African Americans and women

### The Great Depression and the New Deal

- A. Causes of the Great Depression
- B. The Hoover administration's response
- C. Franklin Delano Roosevelt and the New Deal

## Content Objectives: Major Periods and Topics in U.S. History since 1865

Use these for your Document Analysis and Synthesis Quizzes

- D. Labor and union recognition
- E. The New Deal coalition and its critics from the Right and the Left
- F. Surviving hard times: American society during the Great Depression

### The Second World War

- A. The rise of fascism and militarism in Japan, Italy, and Germany
- B. Prelude to war: policy of neutrality
- C. The attack on Pearl Harbor and United States declaration of war
- D. Fighting a multi-front war
- E. Diplomacy, war aims, and wartime conferences
- F. The United States as a global power in the Atomic Age

### The Home Front during the War

- A. Wartime mobilization of the economy
- B. Urban migration and demographic changes
- C. Women, work, and family during the war
- D. Civil liberties and civil rights during wartime
- E. War and regional development
- F. Expansion of government power

### The United States and the Early Cold War

- A. Origins of the Cold War
- B. Truman and containment
- C. The Cold War in Asia: China, Korea, Vietnam, Japan
- D. Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
- E. The Red Scare and McCarthyism
- F. Impact of the Cold War on American society

### The 1950s

- A. Emergence of the modern civil rights movement
- B. The affluent society and "the other America"
- C. Consensus and conformity: suburbia and middle-class America
- D. Social critics, nonconformists, and cultural rebels
- E. Impact of changes in science, technology, and medicine

### The Turbulent 1960s

- A. From the New Frontier to the Great Society
- B. Expanding movements for civil rights
- C. Cold War confrontations: Asia, Latin America, and Europe
- D. Beginning of Détente
- E. The antiwar movement and the counterculture

### Politics and Economics at the End of the Twentieth Century

- A. The election of 1968 and the "Silent Majority"
- B. Nixon's challenges: Vietnam, China, Watergate
- C. Changes in the American economy: the energy crisis, deindustrialization, and the service economy
- D. The New Right and the Reagan revolution
- E. End of the Cold War

### Society and Culture at the End of the Twentieth Century

- A. Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
- B. Revolutions in biotechnology, mass communication, and computers
- C. Politics in a multicultural society

### The United States in the Post-Cold War World

- A. Globalization and the American economy
- B. Unilateralism vs. multilateralism in foreign policy
- C. Domestic and foreign terrorism
- D. Environmental issues in a global context

## Definitions of Important concepts that may be used on exam study guides

History is not about today. It is about the past. Therefore, when I assess student work, I consider how well the student uses historical context to demonstrate historical understanding. **“The historical context addresses how a particular event or issue from the past was part of a chain of events, or how it fit into a web of connected issues specific to the time or place under consideration.”**<sup>1</sup>

You may see some of these concepts in the long essay topics on the exams and in the actual wording of the questions. It is imperative that you understand how these concepts are being used to answer questions appropriately.

**“Political systems** include government as well as people, institutions, and other sources of power. The purpose of democratic government is to represent the people, help determine and support the common good, and protect individual rights.”

**“An economic system** is comprised of the various processes of organizing and motivating labor, producing, distributing, and circulating of the fruits of human labor, including products and services, consumer goods, machines, tools, and other technology used as inputs to future production, and the infrastructure within and through which production, distribution, and circulation occurs. These processes are . . . determined by the political, cultural, and environmental conditions within which they come to exist.” The U.S. economic system has many of the aspects of a “market economy”

“Market economies thrive on competition, private ownership, free enterprise, trade, limited government involvement, and continual growth.” “In a market economy, individuals and businesses control economic decision-making through the marketplace with few controls. In a command economy, the government makes major economic decisions. The modern U.S. economy is a mixed economy.”

“Changes in economic systems may influence the development of cultural systems.

**Social/society** refers to how different groups divided by class, race or gender relate to institutions (political or economic systems, for example) and how those institutions affect their lives.

**“A foreign policy** is a set of political goals that seeks to outline how a particular country will interact with the other countries of the world.

Foreign policies generally are designed to help protect a country's national interests, national security, ideological goals, humanitarian objectives and economic prosperity. This can occur because of peaceful cooperation with other nations, or through aggression, war, and exploitation.

Foreign policy is influenced by both internal and external factors. Political, social, and economic motives, including the need for worldwide markets and raw materials, as well as world events, contributed to the emergence of the U.S. as a world power in the period 1867-1920.”

**“American culture** is united by shared democratic values but also includes different interpretations of those values. A tradition of democratic practice and discourse helps maintain national unity and allows for cultural differences. . . . Culture affects political, economic, and social systems in ways that may unite or divide people. When cultural values and beliefs change, political and economic systems may change. Cultural change may be accepted or resisted.”

---

<sup>1</sup> Constance Schulz, Page Putnam Miller, Aaron Marrs, and Kevin Allen *Careers for Students of History* Published by the American Historical Association, The National Council for Public History, and the Public History Program, University of South Carolina. Printed version, © 2002.  
<http://www.historians.org/pubs/careers/index.htm>



## Definitions of Important concepts that may be used on exam study guides

“The national culture, as reflected in the actions of government and supported by popular culture, reinforced political principles such as limited government and the opportunity of a market economy.”

“**Technology** is the use of knowledge, tools, and systems to meet human wants. Changes in technology affect the economic, political and cultural systems of a society.”

“More efficient manufacturing, innovations in technology and advertising, installment buying, and new products led to a tremendous growth in industry which modernized the nation.

“Technological innovations and improvements included popular media (radio, movies, cheaper newspapers and books), along with improved and less expensive transportation (the automobile, airplanes, and faster trains).”

“These innovations facilitated the diffusion of a common popular culture that included public images of celebrities, music, art, and literature to a wide range of consumers in both rural and urban areas.”

# USC-Upstate Code of Classroom Conduct

- The grievance must include student contact information and a thorough description of the complaint. The student may submit supporting evidence, such as documentation from medical professionals, documents exchanged between the student and the university, witness testimony, etc.
- The ADA Coordinator will review the submitted grievance and may conduct informational interviews with the student and/or other campus personnel.
- The ADA Coordinator will submit a written determination to include a review of the grievance, a statement of the validity of disability discrimination, and a proposed resolution, if appropriate, within 30 calendar days of receipt of the grievance.
- The ADA Coordinator will file the determination with the university and provide a copy to the student, and will maintain files and records related to the grievance for a minimum of three years.
- If the grievance is against the ADA Coordinator, the grievance should be submitted to the Coordinator's supervisor (the Dean of Students), or the Director of the Equal Opportunity office.

Although students are encouraged to attempt resolution of grievances pertaining to disabilities by using the above campus process, they have the right to file a grievance directly with the US Department of Education, Office for Civil Rights (OCR), Region IV office: 404-974-9450.

## D. English Fluency Grievance Policy

Students who feel that they are unable to understand the spoken and/or written English of an instructor at USC Upstate shall schedule a meeting with the dean of the respective school or college and make their concerns known. The dean will conduct an investigation and report to the complaining student his/her findings within 10 working days of the complaint. In the event student charges are substantiated, the dean and the senior vice chancellor for academic affairs will take immediate action to rectify the problem. Such action may take the form of replacement of the instructor immediately, intensive remediation of the problem or any other solution that protects the due process rights of faculty and students.

## E. Parking Appeals

An appeal should be filed only if the person feels he or she was given a citation (1) through error, or (2) without just cause.

Appeal forms can be accessed at the following: [www.uscupstate.edu/parkingappeal](http://www.uscupstate.edu/parkingappeal) or can be picked up in the University Police Department within 72 hours or three weekdays following the issuance of a citation.

The appeal is automatically forfeited if it is filed after 72 hours of the date when the citation was issued.

The University Parking Appeals Committee, appointed by the Dean of Students, consists of (1) one faculty member; (2) one staff member, (3) president of the student government or his/her appointee. The committee will review each appeal and render a decision within 30 days of the appeal.

## VII. Code of Student Behavior

### A. Philosophy

The University of South Carolina Upstate is an academic community preserved through mutual respect and trust of the individuals who learn, teach and work within it. Students as well as all parties at the University must be protected through fair and orderly processes. These are best safeguarded when each person within the University community acts in an orderly and responsible manner. All students and guests are equally entitled to the protection embodied in this document and are expected to meet the standards set forth herein. Specifically, the University of South Carolina Upstate has adopted the Carolinian Creed.

Thus, the community of scholars at USC Upstate is dedicated to personal and academic excellence. Choosing to join the community obligates each member to a code of civilized behavior. As an Upstate Spartan...I will practice personal and academic integrity. A commitment to this ideal is inconsistent with cheating in classes, in games, or in sports, it should eliminate the practice of plagiarism or borrowing another student's homework, lying, deceit, excuse making, and infidelity or disloyalty in personal relationships. I will respect the dignity of all persons. A commitment to this ideal is inconsistent with all forms of theft, vandalism, arson, misappropriation, malicious damage to, and desecration or destruction of property. Respect for another's personal rights is inconsistent with any behavior which violates a person's right to move about freely, express themselves appropriately and to enjoy privacy. I will discourage bigotry, striving to learn from differences in people, ideas and opinions. A commitment to this ideal pledges affirmative support for equal rights and opportunities for all students regardless of their age, sex, race, religion, disability, international/ethnic heritage, socioeconomic status, political, social or other affiliation or disaffiliation, or affectional preference. I will demonstrate

## USC-Upstate Code of Classroom Conduct

concern for others, their feelings and their need for conditions which support their work and development. A commitment to this ideal is a pledge to be compassionate and considerate, to avoid behaviors which are insensitive, inhospitable or insightful, or which unjustly or arbitrarily inhibit another's ability to feel safe or welcomed in their pursuit of appropriate academic goals. Allegiance to these ideals obligates each student to refrain from and discourage behaviors which threaten the freedom and respect all USC Upstate community members deserve. This last clause reminds community members that they are not only obliged to avoid these behaviors, but that they also have an affirmative obligation to confront and challenge and respond to or report the behaviors whenever or wherever they are encountered.

### B. Application

This document governs the conduct of all students and student organizations. This document may apply to student behavior both on and off the University's campus. Violators are subject to local, state and federal laws, as well as the provisions listed herein. Campus hearings may proceed prior to off campus criminal hearings. The decision regarding when a campus hearing is scheduled is determined by the dean of students with the best interest of the University community in mind.

### C. Mental Health Disturbances

Instances of student behavior that may be the result of a mental health disturbance require specific consideration and action. The dean of students, in consultation with the CARE Team (Campus Assessment, Referral and Evaluation), chief of University Police, the chancellor and others deemed appropriate will assess and treat as unique each student's behavior and determine if administrative action is warranted. The University may take the following actions in response to instances of student behavior where there is a reason to believe the conduct is the result of a mental disturbance or the behavior poses a threat of physical harm to the individual or others: counseling, referral for evaluation, remediation, therapeutic treatment, disciplinary action, voluntary or involuntary withdrawal, or other action deemed appropriate. Please reference the web site for more information about the CARE team.

### D. Rights and Prohibited Conduct

Nothing herein is intended or shall be construed to limit or restrict the student's freedom of speech or peaceful assembly. Free inquiry and free expression are indispensable to the objectives of an institution of higher education; and to this end, peaceful, reason-

able, orderly demonstrations in approved areas shall not be subject to interference by members of the University community. However, those involved in demonstrations may not engage in conduct that violates the rights of other members of the University community. These rules should not be construed as to restrain controversy or dissent, or to prevent, discourage, or limit communication among faculty, students, staff and administrators. The purpose of these rules is to prevent the abuse of rights of others and to maintain public order conducive to a learning environment. In this regard, it shall be the responsibility of every student to obey the Code of Student Conduct, which includes the Code of Academic Integrity and the Code of Campus Behavior. USC Upstate students who are appointed or elected to positions in University recognized student organizations or who are awarded financial assistantships or scholarships are required to be in good academic and disciplinary standing. Good academic standing is defined as having a 2.0 or greater cumulative grade point average. Good disciplinary standing is defined as not being on university or conduct probation at the time of service. This is reviewed by the executive vice chancellor for academic affairs, the vice chancellor for student and diversity affairs, the faculty senate and is approved by the chancellor of the University.

### E. Student Arrest Policy

Students who are apprehended and charged by law enforcement agencies with felony criminal conduct on or off campus are required to inform the dean of students of such matters within five working days.

### I. Student Conduct for the Classroom

USC Upstate supports the principle of freedom of expression for both instructors and students. University policies on appropriate behavior in the classroom cannot be used to punish reasonable classroom dissent. The lawful expression of a disagreement with the instructor or other students is not in itself inappropriate/disruptive behavior. Maintenance of these rights requires classroom conditions which do not impede their exercise. Classroom behavior that seriously interferes with either 1) the instructor's ability to conduct the class or 2) the ability of other students to profit from the instructional program will not be tolerated. The community of scholars at the University of South Carolina Upstate is dedicated to personal and academic excellence. Freedom to teach and freedom to learn depend upon appropriate opportunities and conditions in the classroom, on campus, and in the larger community. Faculty members and students at USC Upstate are expected to exercise their freedoms with a sense of respon-

## USC-Upstate Code of Classroom Conduct

sibility and sensitivity to the educational interest of others. Faculty and students conduct themselves in a civil, cooperative, orderly, and purposeful manner in all educational settings. Faculty members have authority to set reasonable standards of conduct for classrooms, laboratories, the Library, internships, field placements, and campus wide activities. Please review the following general guidelines and act accordingly.

### A Member of the USC Upstate Community of Scholars:

*Displays personal and academic integrity.*

You are honest, truthful, and trustworthy. You do not lie, cheat, or steal. You do not present others' work as your own or collaborate with others without acknowledgement or permission from the faculty member.

*Accepts responsibility for actions.*

You do not blame others for academic consequences resulting from your own decisions and behavior. You follow established policies and procedures in the USC Upstate Catalog, the USC Upstate Student Handbook, and course syllabi.

*Respects the rights and dignity of all persons.*

You are courteous and respect the rights and property of others. You do not harass, demean, ridicule, abuse, threaten, or discriminate against others.

*Maintains a learning-focused attitude.*

You are engaged in the classroom and other learning environments, both on and off campus. You are on time, prepared, and alert. You participate until the faculty member in charge dismisses the class.

*Refrains from conduct that adversely affects others.*

Your conduct is appropriate for learning. You do not enter class late or leave early without permission of the faculty member. You follow the instructions of the faculty member regarding talking or using electronic devices in class. You do not use threatening, demeaning, or inflammatory language.

*Follows specific requirements of faculty members.*

You meet the behavioral and academic expectations of your instructors, recognizing that these standards will often vary.

*Defining Disruptive Behavior.*

The phrase "classroom disruption" means the behavior a reasonable person views as substantially or repeatedly interfering with the conduct of a class.

Since faculty members are ultimately responsible for management of the classroom environment, they possess clear authority to establish reasonable classroom behavioral standards. Exactly which

behaviors are "disruptive" may depend upon the size, nature, and format of the class, as well as upon the particular sensitivities of faculty and/or students.

If a student's behavior is disruptive to the faculty member, to another student, or to the class as a whole, the faculty member may direct the student to leave the classroom for the remainder of that class period. The faculty member is the sole judge of when a student's behavior warrants such a dismissal. If the disruptive behavior continues when the student returns to class, the faculty member reports the behavior to the dean of students, who holds a hearing. If the hearing does not result in a resolution, the Honor Council is convened to decide whether the student remains enrolled in the class. Complete description of the Honor Council is found in section V of this code.

## II. The Code of Academic Integrity

Under the Code of Academic Integrity, students are on their honor not to cheat, lie or steal, and if they witness another student doing so, it is their responsibility to report the individual and the circumstances to the instructor or the dean of students.

### A. Bribery

The offering, giving, receiving or soliciting of anything of value to obtain a grade or consideration a student would not expect to achieve from his or her own academic performance.

### B. Cheating

Examples include:

- Any conduct during a program, course, quiz or examination that involves the unauthorized use of written or oral information, or information obtained by any other means of communication.
- The buying, selling, sharing of questions or theft of any examination or quiz prior to its administration.
- The unauthorized use of any electronic or mechanical device during any program, course, quiz or examination or in connection with laboratory reports or other materials related to academic performance.
- The unauthorized use of notes, laboratory reports, term reports, theses and written materials in whole or part.
- The unauthorized collaboration on any test, assignment or project.

### C. Lying

Lying is the deliberate misrepresentation by words, actions or deeds of any situation or fact, in part or whole, for the purpose of avoiding or postponing

## USC-Upstate Code of Classroom Conduct

the completion of any assignment, duties, test or examination in a course, internship or program.

### D. Plagiarism

Plagiarism, or literary theft, in any writing assignment: using others' words or ideas without consistent, correctly formatted acknowledgement. This includes sources the student knows personally (friends, other students, relatives, etc.) as well as all text, Internet, and other sources. Students are required to properly acknowledge sources as follows: students may not present as their own ideas, opinions, images, figures, languages or concepts of another, including those of other students. Students must acknowledge all sources such as magazines, journals, Internet sites, records, tapes, films and interviews. Papers and other materials bought from "term paper writing services," if submitted as the work of anyone except the writing service, constitute a violation of the principles of this document. Further, violation of any of the following standards may be cause for disciplinary action. The common specific uses of source material are:

**Direct Quotation:** Word-for-word copying of a source. Direct quotation must be accurate, must not misrepresent the source in any way and must be properly acknowledged.

**Paraphrase:**

A recasting into one's own words material from a source, generally condensing the source. A direct quotation with only a word or two changed, added or omitted should not be passed off as a paraphrase. A paraphrase restates the source but does not misrepresent it and must be properly acknowledged.

**Self-Plagiarism:**

The act of re-using your own work without letting your professor know that it comes from a previous paper or assignment. This can include parts of a previous assignment or an entire paper.

**Use of ideas:**

The use of an idea from a source must be properly acknowledged, even when one's application of that idea varies from the source.

**Use of figures, tables, charts, statistics, images, photographs and other similar sources:** These items must be fully acknowledged, and any changes must be clearly indicated. If a student has received any kind of help (except that permitted by an instructor) in the preparation of a project, that help must be fully acknowledged.

Sanctions of Academic Integrity violations include, but are not limited to:

- expulsion;

- indefinite or definite suspension;
- reprimand;
- "X" assigned for the final grade;
- "F" assigned for the course;
- "0" assigned for the assignment, test or paper;
- reduction in final course grade;
- additional assignments from the professor;
- completion of plagiarism workshop and
- community service.

The sanctions in this section are intended to be disciplinary, and nothing in these procedures, including the imposition of any sanction, shall be interpreted to limit the academic authority of an instructor to determine an appropriate grade for a student who has violated the Rule. If an instructor determines that, because of academic dishonesty, a student's performance in an academic program merits a grade reduction or a failing grade, the instructor's authority to award such an appropriate grade is not limited by the imposition of any sanction under this Section.

Infractions of the Code of Academic Integrity may result in removal from academic programs by the authority of the specific academic dean.

Students removed by the academic dean for academic integrity violations have the same rights outlined in the USC Upstate Code of Student Behavior regarding notice of the alleged offense and an opportunity to be heard before the honor council.

## III. The USC Upstate Code of Student Behavior

It shall be the responsibility of all students and student organizations to abide by the Code of Student Behavior. All nonacademic conduct that infringes on the rights or welfare of others is thus embodied in the Code of Student Behavior.

Violations of this Code are handled in the same manner as violations of the Academic Code. This does not preclude from criminal and civil charges being filed as well. Sanctions listed are guidelines; other sanctions may be applied as deemed appropriate by the Hearing Officer. Violations include but are not limited to:

### 1. Abuse of the University judicial system, including, but not limited to:

- Failure to obey summons of a judicial body or University official.
- Falsification, distortion or misrepresentation of information before a judicial proceeding.

# USC-Upstate Code of Classroom Conduct

- Harassment (verbal or physical) and/or intimidation of a member of judicial body prior to or during the course of the judicial proceeding.
- Failure to comply with sanctions imposed under the Code of Student Conduct.
- Influencing or attempting to influence another person to commit an abuse of the judicial system or Code of Student Conduct.

#### **Listing of Possible Sanctions:**

- 1st Offense:** suspension, probation
- 2nd Offense:** suspension
- 3rd Offense:** expulsion

#### **2. Alcohol Policy: (found on Page 141)**

Unauthorized possession, distribution or consumption of alcohol. Violating any other provision of the Student Code of Conduct while under the influence of alcohol is a violation of this Alcohol Policy. Such conduct includes, but is not limited to, public intoxication, providing alcohol to underage persons, etc. .

#### **3. Compliance with General Laws:**

Students or student organizations involved in violations of any federal, state, or local laws may be subject to disciplinary action. Action imposed by the University may precede and/or be in addition to any penalty imposed by an off-campus authority.

#### **Listing of Possible Sanctions:**

- 1st Offense:** warning, reprimand, probationary status, community service
- 2nd Offense:** suspension
- 3rd Offense:** expulsion

#### **4. Disruptive Activity:**

Individual or group behavior that interferes with the freedom of expression, movement or activity of others, or with the educational mission of the University is prohibited. Forms of expression that disrupt or materially interfere with such activities and operations or invades the rights of persons is also prohibited.

#### **Listing of Possible Sanctions:**

- 1st Offense:** reprimand, probation, suspension
- 2nd Offense:** suspension
- 3rd Offense:** expulsion

#### **5. Drug Policies:**

The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, "designer," or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Student Code of Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy (Refer to the Alcohol and Drug Policy on page 141). The possession of drug paraphernalia is also prohibited (i.e., pipes, bongs, etc.)

#### **6. Failure to Comply with Official Requests:**

Students and student organizations are expected to comply with and respond appropriately to the reasonable and lawful requests of University officials in the performance of their duties. Students are expected to appear at disciplinary hearings to respond to allegations or testify as a witness when reasonably notified to do so. A failure to properly comply with or complete a sanction or obligation resulting from a disciplinary hearing or adjudication may also be considered failure to comply with an official request. (Note to resident students: The definition of University officials in this regulation includes Housing staff).

#### **Listing of Possible Sanctions:**

- 1st Offense:** reprimand, restriction of privileges, probation
- 2nd Offense:** community service, probation
- 3rd Offense:** suspension, expulsion

#### **7. Forgery, falsification, alteration, or knowingly furnishing false information to the University or its officials.**

#### **Listing of Possible Sanctions:**

- 1st Offense:** grade change, cancel any benefit resulting from illicit activity, probation
- 2nd Offense:** suspension
- 3rd offense:** expulsion

#### **8. Harassment/Bullying:**

Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person.

Such conduct includes, but is not limited to action(s) or statement(s) that threaten harm or intimidate a person, or any other form of unwanted contact.

#### **Listing of Possible Sanctions:**

- 1st Offense:** probation, community service, corrective action and in severe cases suspension
- 2nd Offense:** suspension
- 3rd Offense:** expulsion

#### **9. Harm to Persons:**

Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm are prohibited. Conduct which threatens to cause harm to persons, or creates hazardous conditions for persons.

#### **Listing of Possible Sanctions:**

- 1st Offense:** suspension, probation
- 2nd Offense:** expulsion

#### **10. Hazing:**