

## UNITED STATES HISTORY TO 1877

Instructor: Dr. Cheryll Cody  
Hours MW 8 – 9:30, 11:00 – 12:30 and 3:30 – 5:00 p.m.  
Office Hours: 1:00 – 3:15p.m. MW C256  
(my cube is by the red skinny Elvis poster)

HIST 1301 CRNs 45889,45887, 45937  
Spring 2015 West Loop Room 252C  
e-mail [cheryll.cody@hccs.edu](mailto:cheryll.cody@hccs.edu)  
Phone 713-718-8205

**COURSE DESCRIPTION** This survey of American history from Native American cultures to 1877 will focus on the evolution of economic, social, and political institution which influenced families, communities and the nation. In addition to knowledge of events and processes, students will learn to work with economic and demographic models, numerical and graphic presentations of statistical evidence and historical documents.

Hist 1301 is a 16 week, 48 contact hour course which fulfills three hours of the state-mandated six-hour US history requirement. Completion of this class will also improve performance in reading, writing, critical thinking and computer skills.

**COURSE PREREQUISITE** Student Must have passed ENGL 1301 (Composition I) or be co-enrolled in ENGL 1301

### CORE OBJECTIVES

**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

**Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making Guidelines

### PROGRAM LEARNING OUTCOMES

1. Students will be able to create an argument through the use of historical evidence.
2. Students will be able to analyze and interpret primary and secondary sources
3. Students will be able to analyze the effects of historical, social, political, economic, cultural and global forces on this period of U.S. history.
4. Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

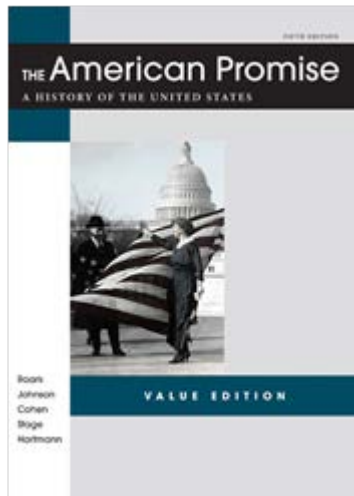
### STUDENT LEARNING OUTCOMES HIST 1301

1. Students will be able to discuss the Age of Exploration
2. Students will be able to explain Colonization
3. Students will be able to identify the Causes and Effects of the American Revolution
4. Students will be able to explain the Origins and Impact of Slavery
5. Students will be able to analyze the formation of the Republic
6. Students will be able to summarize the effects of Expansion and Innovation
7. Students will be able to explain Nationalism and Sectionalism
8. Students will be able to discuss the Civil War
9. Students will be able to evaluate the effects of Reconstruction

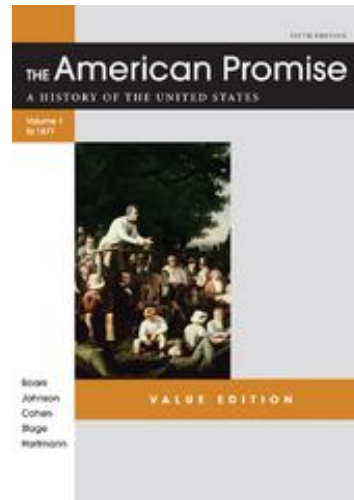
**READING, WRITING AND EXAM ASSIGNMENTS:** Available at HCCS Bookstores and at online sources.

Textbook: (Highly recommended)

James L. Roark, et al, *The American Promise: A History of the United States* Value edition or Volume 1, Fifth edition, (Bedford St. Martin's, 2012 ) Required. This book is also available as an e-book. See <http://bedfordstmartins.com/ebooks>



Cover of Value Combined edition



Cover of Value edition Volume 1

**Textbook:**

- HIST 1301 In Class handouts
- HIST 1301 Class materials under Lectures and Assignments on my home page

**“Conflicts of Cultures in Colonial Virginia” Internet Primary Source Research Paper Assignment, Required**

This assignment will make use of the following open access web sites:

- “Virtual Jamestown,” <http://www.virtualjamestown.org/>
- “Jamestown Rediscovery” [http://apva.org/rediscovery/page.php?page\\_id=1](http://apva.org/rediscovery/page.php?page_id=1) and related newsletter updates in “News from the Dig” [http://www.historicjamestowne.org/the\\_dig/](http://www.historicjamestowne.org/the_dig/)
- “America in 1607: Jamestown and the Powhatan” <http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone>

**“Reading the Civil War from Some Different Angles” Assignment three essays. Required**

The three essays are:

- “Numbers on Top of Numbers’: Counting the Civil War Dead,” by Drew Gilpin Faust. This essay appeared in *The Journal of Military History*, Vol. 70, No. 4 (Oct., 2006), pp. 995-1009. Stable URL: <http://www.jstor.org/stable/4138192?origin=JSTOR-pdf>
- “In the Absence of Scarcity: The Civil War Prosperity of Houston, Texas,” by Paul Levensood. This essay appeared in *The Southwestern Historical Quarterly*, Vol. 101, No. 4 (April, 1998), pp. 401-426. Stable URL: <http://www.jstor.org/stable/30239127?origin=JSTOR-pdf>
- “The Other Civil War: Lincoln and the Indians,” by David A. Nichols. This essay appeared in *Minnesota History*, Vol. 44, No. 1 (Spring, 1974), pp. 2-15. Stable URL: <http://www.jstor.org/stable/20178286?origin=JSTOR-pdf>

**COURSE REQUIREMENTS and CALENDAR**

<b>MAP QUIZ</b>	<b>10 %</b>	<b>in class February 18</b>
<b>WEB RESEARCH PROJECT COMPLETED TUTUORIAL and TOPIC AND DOC LIST</b>		<b>due in class March 2 (graded with research paper)</b>
<b>FIRST IN CLASS EXAM</b>	<b>15 %</b>	<b>in class March 11</b>
<b>WEB RESEARCH PAPER</b>	<b>30 %</b>	<b>due in class March 25</b>
<b>SECOND IN CLASS EXAM</b>	<b>15 %</b>	<b>in class April 13</b>
<b>READING THE CIVIL WAR EXAM</b>	<b>10 %</b>	<b>in class May 6</b>
<b>THIRD IN CLASS EXAM</b>	<b>20 %</b>	<b>as scheduled Monday, May 11, 2015 at 11:00 a.m. for 11:00 class and at 3:00 For 3:30 class; Wed, May 13, 2015 for 8:00 class at regular time</b>

**MAP ASSIGNMENT**

Because knowledge of the geographic features of the United States is critical to our understanding of the economic development of the regions, all students are encouraged to complete a map assignment before the map quiz. Early in the semester students will receive a list of cities, bodies of water, trails and prominent geographic features to locate and learn. A US map will be available in the Library for students to consult on campus.

## EXAMINATIONS

First In Class, Second In Class and Third in Class Exams will be identical in format. The first two will count for 15 % of your grade. The Third In Class Exam (aka Final) will count for 20 % of your grade. Each will include three types of questions.

The first portion of the exam will include twenty (20) short answer questions drawn from course lectures and readings. Each question will be worth one point for a total of 20 % of the exam. All of the answers to Part I are key terms.

The second part will ask students to write a paragraph describing who, what, when, where and explain the historical significance of six terms, events, individuals, concepts, etc. Each of the six identifications will be worth five points and the whole will constitute 30 % of the exam. Students will have some choice in selecting the six identifications. Examples will be discussed in class before each exam.

The third portion of each exam valued at 50 % will be an essay. The essay question will be selected from a list of potential exam questions, which will be discussed in class and posted on my homepage about one week prior to the exam. The students will have some choice on the essay question, This will be further discussed in class.

## CONFLICTS OF CULTURES IN COLONIAL VIRGINIA INTERNET RESEARCH PAPER ASSIGNMENT

Students will prepare a 1600 – 2000 word essay examining documentary and archaeology evidence available to us on the open internet about the Native Americans of the Chesapeake, the first generations of European and African settlers at Jamestown and the development of their society in the seventeenth century (1600s). These primary sources shed light on several questions including who were the Indians, who were the British settlers who first arrived, how did they interpret and interact with the Native Americans and how did they go about constructing their society?

On February 25, 2015 we will meet in the Library Computer Class Room, where we will look at three important web sites that provide the documentary basis for your research. This “hands on” workshop will be designed to get everybody up to speed at efficiently researching history on the web using primary source documents. By March 2, 2015 in addition to completing the in class tutorial, students will submit a topic statement for their paper and a list of primary source documents to be analyzed. This must be approved. Completed Research Papers are due in class by Wednesday March 25, 2015. All late papers will be docked 5 points for each late day, counting Monday through Friday. Plan accordingly.

## READING THE CIVIL WAR STORY FROM SOME DIFFERENT ANGLES

Students will read three essays about the American Civil War each of which looks at the conflict from an unexpected perspective. Each of the assigned essays will be available on JSTOR for students to download, copy and read. On my homepage I will have a list of reading questions for you for each assignment (Under Hist 1301 Assignments). On the day of the exam, I will select 15 questions from that list for you to answer. The test will be essay, so mark the answers to the questions on your copies of the essays. Each of these 15 questions will be worth 5 points for 75 % of the exam grade. In addition you will write a short essay question about a major theme in the essays. The short essay will be worth 25 % of the exam grade and will need to be two paragraphs in length. You will not be allowed to use any material other than your copies of the essays during the exam. These tests will be timed. You will be allowed only one and a half hours, so be well prepared. This exam is scheduled for Wednesday, May 6, 2015.

## EXTRA CREDIT

Two or three times during the semester students will be presented with an opportunity to earn some extra credit. You will not know when this opportunity will occur, so class attendance is extremely important. If you miss the class you will miss this opportunity.

## GRADING

All written work will be graded on the factual content, the analytical skill and the ability of the student to present an argument which integrated materials presented in the lecture and in the required readings. I will post a grading rubric for the in class exams and the web research paper on my homepage.

The standard college policy is followed for all grades:

- A Excellent (90 – 100 %)
- B Very Good (80 – 89 %)
- C Average/Fair (70 – 79 %)
- D Passing (60 – 69 %)
- F Not College Level Work/Not Passing (below 60 %)

## NUTS AND BOLTS

**Attendance and Withdrawals** College policy states that after missing six hours (not classes) from a course faculty may administratively withdraw a student from the course for non-attendance. All instructors have the full authority to drop students for

excessive absences. In this class if you exceed the six hour mark you will receive a warning. If you have another absence you will be withdrawn from the course for excessive absences and receive a grade of "W." Should your excessive absences occur after the official drop date (March 30, 2015), you will receive a grade of "F". Note the college does not distinguish between "excused" and "unexcused" absences. An absence is an absence.

Due to legislation from the state regarding financial aid, college students in all Texas public colleges and universities will be limited to 6 withdrawals. Specific guidelines have yet to appear from the Texas Higher Education Coordinating Board on this, but there does appear to be some leeway for students with personal and family emergencies. HCCS has declared that "Faculty members will no longer be able to assign a W on the final grade entry screen." Students need to consider their options carefully when withdrawing from a course.

Students, who must complete 12 hours per semester to maintain their status; international students, veterans, financial aid recipients, etc., should make special note of their requirements and of this class policy.

It is imperative that you attend class. Material is presented in such a way that frequent absences will ensure failure. Students who miss a class meeting are responsible for getting copies of handouts and lecture notes. This is not a course where everything can somehow be "learned" from Wikipedia or queried of Siri. In College History classes not only are students expected to know what happened, but explain why it happened. This involves critical thinking and analysis, which you will be asked to demonstrate on assignments throughout the course.

"Three-peater" Notification: Students who repeat a course three or more times now face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor and counselor about opportunities for tutoring and other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

**Academic Dishonesty.** Plagiarism, cheating and other forms of academic dishonesty are prohibited by HCCS policy and the rules of this class. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source. Plagiarism amounts to the theft of another person's work and its appropriation as one's own. Just changing a couple of words around does not relieve students from the obligation to properly credit their sources. Check out this link from our library friends at the University of Bergen <http://www.youtube.com/watch?v=Mwbw9KF-ACY> and this "Quick Guide" <https://www.youtube.com/watch?v=VnTPv9PtOoo> for a couple of humorous looks at the causes and consequences of plagiarism.

Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes, but is not limited to: copying from another student's test paper, using during a test materials including electronics, not authorized by the instructor; collaborating with another student during a test; knowingly using, buying, selling etc. whole or part of an un-administered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Please note that **ALL FORMS OF CHEATING WILL RESULT IN A FAILING GRADE OF ZERO ON THAT ASSIGNMENT. STUDENTS WILL NOT BE GIVEN AN OPPORTUNITY TO CORRECT THE PROBLEM, NOR WILL THEY BE PERMITTED EXTRA CREDIT OF ANY TYPE ON FUTURE ASSIGNMENTS.**

**Makeup Exams.** Because the problem with students missing exams when they are not prepared or they have other less than worthy excuses has grown so severe, I have now been forced to adopt a very strict policy on makeup exams. Students who miss an exam and wish to take a makeup must present a written petition in which they explain why the exam was missed and also provide supporting documentation (including the phone numbers of officials who may be contacted) which demonstrates that an emergency situation occurred. Based on the information provided in the petition, I will determine if a makeup exam is merited. If the petition is deemed inadequate, no makeup exam will be given and a grade of "0" will be given for that assignment. Petitions for a makeup exam should be submitted immediately after the missed exam or under certain circumstances before the missed exam. I will select a Friday or Saturday at the end of the semester to administer makeup exams. See my homepage for the petition form which needs to be submitted. Do not ask for a special personal makeup exam.

**Disability Notification.** HCCS is compliant with the ADA and Sec 504 of the Rehabilitation Act of 1973. Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. To visit the ADA Web site, logon to <http://www.hccs.edu>, click Future students, scroll down the page and click on the words Disability information. For questions, please contact Southwest ADA Counselor, Dr. Becky Hauri at 713.718.7910.

**Transfer Courses.** Students anticipating transferring their course work to another institution should check with that institution about specific policies. Most often a grade of "C" is required for the transfer of credit. Grades generally do not transfer to your GPA

at another institution. However, students should be aware that highly competitive degree programs such as business, engineering and computer science, as well as, graduate and professional schools will look at all of your transcripts and compute GPAs in making their admission decisions. Just because the grade doesn't transfer into your GPA at another school, doesn't mean that your transcript grades somehow disappear.

**E-mail correspondence.** Students should think of e-mail correspondence with a faculty member as professional correspondence. This means 1 )address the faculty member by title and greeting, (ie Dear Dr. Cody), 2) state your name and the class you are in, (ie. This is Harry in your 3:30 Hist 1301 class) 3) state your request. Also "magic words" help. Be polite and professional in all of your correspondence. Avoid "texty" talk and write in complete sentences.

**Learning Web and My Home Page** I have a home page on the HCCS Learning Web site and place class assignments, lecture outlines, reviews, etc. on that site. The link to my Learning Web page is <http://learning.hccs.edu/faculty/cheryll.cody>. If you Google my name to find my homepage, the active current home page is coming up as the second Google entry.

**Free Online Tutoring** HCCS offers online tutoring for students in many disciplines including Help with writing papers. They will review your papers for you and make suggestions about revisions including grammar, style and presentation. The web address is <http://www.hccs.askonline.net>. You will need to enter your email address, choose a username and password and know your HCC student ID number (the one which starts with a W) Develop the habit of using this free service to enhance your skills.

**EGLS –Evaluation for Greater Learning Student Survey System** At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term. I will place a link to the survey on my homepage.

#### **SCHEDULE OF LECTURES, EXAMS AND READINGS**

##### **Jan 21 - I. New World Indian Societies and European Expansion**

Feb 9 Pre-Columbian North America and European Impact on Indian Populations  
Expansion of Europe—Demographic, Economic, and Technological Factors  
Expansion of Europe – Rise of the Nation State – Atlantic systems

→ READINGS: Roarke, The American Promise, pp. 1 - 52

##### **Feb 11 - II. Regions of Colonial British America: Economy and Society**

March 9 New England and Puritan Society 1620 – 1770  
Chesapeake Colonies and the Atlantic Slave Trade 1607 – 1770 (Online Learning Module)  
Plantation Colonies and Slave Resistance - British West Indies 1605 – 1770 (Online Learning Module) and South Carolina, 1660 – 1770

→ READINGS: Roarke, The American Promise, pp. 81 – 101 (New England and Middle Colonies)  
pp. 53 – 80 (Chesapeake and Southern Colonies)

**PRESIDENT'S DAY HOLIDAY Monday, February 16**

**MAP QUIZ Wednesday, February 18**

**CLASS WEB DAY Wednesday, February 25**

**WEB RESEARCH PAPER TOPIC AND DOCUMENT LIST due in Class March 2**

**FIRST IN CLASS EXAM Wednesday March 11** (Lecture Topics 1 through 6-7, Roarke, pp. 1 – 101)

**SPRING BREAK MARCH 16 – 20**

**WEB RESEARCH PAPER due in class March 25 (Wednesday after Spring Break)**

##### **March 23 - III. Independence and American Nation Building (Part 1)**

30 British Efforts to Create an Empire—Colonial Responses  
Causes of the American Revolution  
How Revolutionary was the American Revolution?

→ READINGS: Roarke, The American Promise, pp. 101 - 206

March 30 - **III. Independence and American Nation Building (Part 2)**

April 1 Problems of the Early Republic—Washington, Hamilton and Jefferson (Online Self-Learning Module)  
George Washington's Foreign Policy

→ READINGS: Roarke, The American Promise, pp. 207 - 286

**SPRING HOLIDAY (Good Friday) April 3 campus closed**

April 1 – 6 **IV. Industrialization and Regional Development**

The Modernizing North East  
Geographic Expansion of the Cotton South  
Agrarian Middle West

→ READINGS: Roarke, The American Promise, pp. 333 – 342 and 365 - 394  
Begin Reading "Reading the Civil War from Some Different Angles" Assignment three essays

**SECOND IN CLASS EXAM Monday, April 13** (Lecture Topics 8-9 through 13-14, Roarke pp. 101 – 286, 333 – 342 and 365- 394)

April 20 - **V. Nationalism and the Sectional Crisis**

29 Era of Good Feelings and Jacksonian America (Online Self-Learning Module on Jackson)  
Spanish Borderlands, US-Mexican War and Expansion into the Far West (Online Self-Learning Module)  
1850s the Road to Secession

→ READINGS: Roarke, The American Promise, pp. 287 – 332 (Jacksonian America); pp. 342 – 364 (westward expansion); pp. 395 – 424 (sectional crisis)

May 4 - 6 **VI. Civil War and Reconstruction**

Dec 3 Why the North Won the War  
Reconstructing the Union

→ READINGS: Roarke, The American Promise, pp. 425 - 488

**"READING THE CIVIL WAR FROM SOME DIFFERENT ANGLES" in class May 6**

**THIRD IN CLASS EXAM as scheduled Monday, May 11** (Lecture topics 16 through 19, Roarke, pp. 287 - 488)  
**(11:00 class at 11:00 and 3:30 class at 3:00 Note earlier time!!!!)**  
**Wednesday, May 13 8:00 at regular class time**

**THIS SYLLABUS IS NOT A CONTRACT. THE INSTRUCTOR MAY ALTER IT AS NEEDED. ANY CHANGES IN DUE DATES OR EXAM DATES WILL BE ANNOUNCED WELL IN ADVANCE.**