



HOUSTON COMMUNITY COLLEGE

Division of Liberal Arts, Humanities, and Education History Department

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/history/>

HIST 1301: United States History I (Emphasis on Women and Gender) Lecture | #14598

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)

In-Person | Stafford Campus, Learning Hub Room 223 | TTh 3:30-4:50 p.m.

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Christopher P. Haight, Ph.D.	Office Phone:	(713) 718-2953
Office:	Room 208 (Faculty Offices)	Office Hours:	MW: 11:00 a.m.- 12:00 p.m. TTh: 1:00-2:00 p.m.
HCC Email:	christopher.haight@hccs.edu	Office Location:	Learning Hub Building

Instructor's Preferred Method of Contact

Whenever possible, I prefer to meet with students in person. Students should feel free to see me before or after class or during any of my office hours (no appointment needed). When meeting in person is not possible, please send me an email at the HCC email address above or send me a message through Eagle Online Canvas. I reply to all emails within 24 hours, not including the weekends. When you send me an email, be sure to use your HCC email account and identify yourself (your name and the course you are taking).

What's Exciting About This Course

My number-one goal every semester is to make my students interested in history. This history course will probably not be like any history course you took in high school. You will not have to memorize lists of names and dates for a multiple-choice exam, only to forget the information immediately after. Nor will you have to simply learn the traditional, top-down history that is so often taught in high schools. This course will emphasize bottom-up history, or how "ordinary" individuals played a role in American history. Rather than forcing you to memorize a chronology of events, this course will be geared toward getting you to understand key concepts and large historical themes. In particular, this course will emphasize gender and center the experiences of women throughout U.S. history. By approaching history from a variety of perspectives, students will gain a fuller and more holistic understanding of U.S. history to 1877.

My Personal Welcome

Welcome to HIST 1301, U.S. History I! I know that many of you are skeptical about this course and convinced that you are not going to enjoy learning about history. As you read about the course expectations and assignments, some of you might also be frightened by the amount of reading and writing that you will have to do. I want to assure you that I will be here to help you every step of the way. Please take advantage of my office hours and talk to me if you are experiencing challenges inside or outside of the classroom. I know that, if you stick with it, you will look back on this course as being valuable to your growth as a student.

Eagle Online Canvas Learning Management System

This section of HIST 1301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. In Eagle Online Canvas, you will find access to grades, important course materials, and study guides. Prior to each class, I will also post lecture PowerPoints on Eagle Online Canvas (in the "Lecture PowerPoints" folder)—you are encouraged to download the PowerPoints before class in order to prepare to define the key terms for the day and to organize your note-taking. You should check Eagle Online Canvas regularly. All essential course materials (including PowerPoints) will be posted under "Files" in Eagle Online Canvas, and you can access your grades by clicking "Grades."

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Eagle Online Canvas Gradebook Notice

The gradebook tool in Canvas may not accurately reflect your current or final course grade. Consult your syllabus and your assignment grades to calculate your course grade and speak with the professor if you have questions.

Instructional Materials

There are TWO required texts for this class:

The American Yawp: A Massively Collaborative Open U.S. History Textbook

This textbook is FREE and available online: <http://www.americanyawp.com/>

Charles W. Akers, *Abigail Adams: A Revolutionary American Woman*

Publisher: Pearson

ISBN: 9780321445018

You can purchase this book at the HCC bookstore or through an online seller (such as Amazon).

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>

Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>

Course Overview

HIST 1301 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government is a survey course of the basic principles underlying human behavior.

Core Curriculum Objectives (CCOs)

HIST 1301 satisfies an American History requirement in the HCCS core curriculum. History courses

- 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.
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Student Learning Outcomes (PSLOs)

1. Discuss the Age of Exploration
2. Explain Colonization
3. Identify the Causes and effects of the American Revolution
4. Explain the origins and impact of Slavery
5. Analyze the formation of the Republic
6. Summarize the effects of Expansion and Innovation
7. Explain Nationalism and Sectionalism
8. Discuss the Civil War
9. Evaluate the effects of Reconstruction

Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will:

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

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Assignments

Primary Source Assignment: There will be a primary source assignment for which students will be given one or more primary sources to read and analyze. Students will then be required to answer a series of questions on the sources. More detailed instructions will be posted to Eagle Online Canvas well in advance of the due date. The primary source assignment will be submitted via Eagle Online Canvas.

Podcast Response Assignment: Podcasts can be an entertaining way to explore certain historical topics. For this assignment, students will choose from a list of podcast episodes, all of which more deeply examine topics or themes covered in class. After listening to their chosen episode, students will answer a series of questions designed to spark critical thinking about the podcast and its content. More detailed instructions (including a list of podcast episodes) will be posted to Eagle Online Canvas well in advance of the due date. The podcast response assignment will be submitted via Eagle Online Canvas.

Book Response Assignment: There will be a book response assignment using Charles W. Akers' *Abigail Adams: A Revolutionary American Woman*. After reading, students will answer a series of questions designed to spark critical thinking about the book and its content. More detailed instructions will be posted to Eagle Online Canvas well in advance of the due date. The book response assignment will be submitted via Turnitin on Eagle Online Canvas.

Biographical Research Paper: Students will write a biographical research paper on a woman who made an impact on U.S. history before 1877. More detailed instructions will be posted to Eagle Online Canvas early in the semester. This paper is worth a very large portion of the course grade, but it will be broken down into three parts: (1) Proposal, (2) Bibliography, and (3) Final Draft. All parts of the biographical research paper will be submitted via Turnitin on Eagle Online Canvas.

Final Essay: In lieu of in-class exams, students will be required to write a final essay at the end of the semester. Students will answer a large essay question that requires synthesis of course material covered over the entire semester. To prepare for the final essay, students should attend every class and take notes. More detailed instructions will be posted to Eagle Online Canvas well in advance of the due date. The final essay will be submitted via Turnitin on Eagle Online Canvas.

Grading Formula

The breakdown of grades is as follows:

Podcast Response Assignment:	10%
Primary Source Assignment:	15%
Book Response Assignment:	20%
Final Essay:	25%
Biographical Research Paper:	
Proposal:	7.5%
Bibliography:	7.5%
Final Draft:	15%
Total:	30%

Final letter grades will be based on the following conversions:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

Course Calendar

The following course calendar is tentative and subject to change.

All reading assignments listed in the course calendar should be completed PRIOR to the week for which they are assigned. Reading assignments for *Abigail Adams: A Revolutionary American Woman* are NOT listed in the course calendar below—finding time to read this book is YOUR responsibility.

Last day to withdraw: **Monday, April 6.**

IMPORTANT DUE DATES:

Tuesday, February 11:	Primary Source Assignment
Tuesday, February 18:	Biographical Research Paper Proposal
Tuesday, March 10:	Biographical Research Paper Bibliography
Tuesday, March 24:	Book Response Assignment
Tuesday, April 7:	Podcast Response Assignment
Tuesday, April 21:	Biographical Research Paper Final Draft
Monday, May 11:	Final Essay

Week 1 (January 21/23): Course Introduction / TBD
No Reading

Week 2 (January 28/30): The New World
Read: *The American Yawp*, Chapter 1

Week 3 (February 4/6): Colliding Cultures
Read: *The American Yawp*, Chapter 2

Week 4 (February 11/13): British North America
Read: *The American Yawp*, Chapter 3
Primary Source Assignment due on Tuesday, February 11

Week 5 (February 18/20): Colonial Society
Read: *The American Yawp*, Chapter 4
Biographical Research Paper Proposal due on Thursday, February 20

Week 6 (February 25/27): The American Revolution
Read: *The American Yawp*, Chapter 5

Week 7 (March 3/5): A New Nation
Read: *The American Yawp*, Chapter 6

Week 8 (March 10/12): The Early Republic
Read: *The American Yawp*, Chapter 7
Biographical Research Paper Bibliography due on Tuesday, March 10

Week 9 (March 17/19): **NO CLASS (Spring Break)**
No Reading

Week 10 (March 24/26): The Market Revolution
Read: *The American Yawp*, Chapter 8
Book Response Assignment due on Tuesday, March 24

Week 11 (March 31/April 2): Democracy in America
Read: *The American Yawp*, Chapter 9

Week 12 (April 7/9): Religion and Reform
Read: *The American Yawp*, Chapter 10
Podcast Response Assignment due on Tuesday, April 7

Week 13 (April 14/16): The Cotton Revolution
Read: *The American Yawp*, Chapter 11

Week 14 (April 21/23): Manifest Destiny
Read: *The American Yawp*, Chapter 12
Biographical Research Paper Final Draft due on Tuesday, April 21

Week 15 (April 28/30): The Sectional Crisis
Read: *The American Yawp*, Chapter 13

Week 16 (May 5/7): The Civil War
Read: *The American Yawp*, Chapter 14
Final Essay due on Monday, May 11

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

I will accept all assignments up to THREE days late (this includes weekends and holidays). For each day late, the assignment will be docked a full letter grade. If the assignment is less than 24 hours late, I will consider it a full day late for the purpose of grade deduction (even if it is only a few minutes late). The assignment will NOT be accepted after three days. There are NO exceptions to this policy, so please do not ask.

Academic Dishonesty, Plagiarism, Cheating

Plagiarism, cheating, and other forms of academic dishonesty are prohibited by HCCS policy. 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. Students are also prohibited from self-plagiarism or turning in work for one class in another class. 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 materials not authorized by the instructor during an exam; collaborating with another student during an exam; 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. Students caught violating standards of academic honesty will be given an F for the assignment and may be given an F for the course.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):
<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

Regular attendance and note-taking are extremely important to your academic success, as some information for the final essay will only come from lectures. Lectures will NOT simply be a regurgitation of the textbook, so attendance is crucial. Students should make their best effort to come to class on time and refrain from leaving early. If you miss class for any reason, it is highly recommended that you obtain the lecture notes you missed from another student.

I will take attendance at the end of every class, but it will be for official HCC purposes, not for a grade. Students who do not attend class by the Official Day of Record (**Monday, February 3**) will be automatically dropped from the course.

If you stop attending classes after the "Last day to withdraw":

- Academic consequence – grade of **"FX"** (same impact on your GPA as an "F")
- Financial consequence – required to repay all or a portion of your financial aid
**Future financial aid eligibility may be affected no matter when you withdraw.

Student Conduct

In this class, I will treat you like an adult—and I will expect you to act like an adult. Conduct in class disruptive to the learning environment will not be tolerated, and disruptive students will be asked to leave for the day. Disagreements may happen during class discussion, but students are expected to remain respectful of others at all times.

Electronic Devices

Students may use laptops for note-taking purposes, but I reserve the right to revoke this privilege if they become too distracting or disruptive. Students should refrain from using their phones during class.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/>. In it you will find information about the following:

Academic Information
Incomplete Grades
Academic Support
International Student Services
Attendance, Repeating Courses, and
Withdrawal
Health Awareness
Career Planning and Job Search
Libraries/Bookstore
Childcare
Police Services & Campus Safety
disAbility Support Services

Student Life at HCC
Electronic Devices
Student Rights and Responsibilities
Equal Educational Opportunity
Student Services
Financial Aid TV (FATV)
Testing
General Student Complaints
Transfer Planning
Grade of FX
Veteran Services

EGLS3

The EGLS3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or

temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

History Department Chair Contact Information

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