



HOUSTON COMMUNITY COLLEGE

History 1302

Syllabus

Fall – 2018

Professor: Dr. Gisela R. Ables

Section: 14465

Campus: Spring Branch

Class Time: 06:00-07:50 pm

Phone: (713)718-5779

Office Hours: MTWTR after 1:00 pm

Email: gisela.ables@hccs.edu

Office: Katy Campus, Room 102

A foolish faith in authority is the worst enemy of truth

Albert Einstein

Everyone is entitled to his or her own opinion, but no one is entitled to their own facts

Tip O'Neill

Let me welcome you to a new approach to history. One that will develop skills that will serve you well in your future. My approach is different from many of your other classes. The first thing I did was remove examinations from the course. If you suffer from test anxiety, this course is for you. Instead of cramming for examinations, we will have class discussions based on assigned readings, team- work, and some writing. These are all skills that will help you in other Houston Community College classes, university classes, and employment. If you do the various assignments, you will be successful in this course.

You will need the following resources:

1. TEXTBOOK – *America: A Narrative History* by David Shi and George Tindall. Brief Tenth Edition. ISBN 978-0-393-26596-5
2. ELECTRONIC READER *American Perspectives in Historical Readings*
http://www.pearsoncustom.com/tx/hcc_hist1302 (Do not look for a class. Scroll down the page until you see “Self Study eText.” **You are only purchasing the eText.**)
3. MONOGRAPH- *White Rage: The Unspoken Truth of Our Racial Divide* by Dr. Carol Anderson. Publisher: Bloomsbury, 2016. ISBN: 978-1-63286. (A copy of the monograph will be on hold at the library circulation desk). I have used this monograph once before and students really liked it and found it very informative.

COURSE DESCRIPTIONS AND GOALS

History 1302 is a freshman survey course of American History from approximately 1877 to the present. We will touch lightly on a variety of important topics that will help us understand not only the past, but also our present. As I stated earlier, the course is based on lectures, readings, group discussions, written assignments and some media. This course transfers as three (3) hours of credit to most other colleges and universities.

My main goal for the class is for you to succeed and I hope to help you achieve success. The work is broken down into manageable components that will help you complete the assigned work. It is a little more hectic toward the end, but if you do some planning, you can do much of the work way in advance to the final class day. If through all of this, I can also get you to like history a little more, well, that is just icing on the cake. It will not take you long to figure out that I love this discipline. What is not to love? We all have a history.

Upon completion of the course, you should have a basic understanding of modern United States history and

- will be able to create an argument through the use of historical evidence (the eReader is full of primary documents and secondary writings that can be used for evidence)
- will be able to analyze and interpret primary and secondary sources
- will be able to analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history

Furthermore, this course is designed to improve the following skills:

- Reading and writing (the foundation for everything)
- Articulating your thoughts
- Critical and logical thinking
- Working in teams

GRADES

I will calculate your final grade according to the following formula:

- | | |
|------------------------------------|-----|
| ➤ Monograph | 20% |
| ➤ Components of the Research Paper | 15% |
| ○ Select Topic | |
| ○ Write ½ page Proposal | |
| ○ Research Sources | |
| ○ Outline of Paper | |
| ○ Draft of Paper | |
| ➤ Research Paper | 15% |
| ➤ Textbook Questions | 10% |
| ➤ Participation | 20% |
| ➤ Comprehensive Essay | 10% |
| ➤ Portfolio | 10% |

Total Percentage = 100

GRADING SCALE

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0 – 59 = F

RESEARCH PAPER

There must be something in the field of history that you would like to learn more about! This is your chance to play detective and look for some answers. You may select any topic as long as it is a topic that covers the years 1877 and 1980's. .

1. Your research paper should be five typed pages, double-spaced. The grade is 15% for
 - a. Selecting the topic
 - b. Proposal
 - c. Sources
 - d. Outline
 - e. Draft
2. Write a half-page proposal explain what you are researching and what you want to discover.
3. Find your sources. The best and most efficient way to do this is make good friends with a librarian. Your sources must come from books, journals, newspapers and two internet sources.
4. Outline your paper
5. Write a draft
6. Submit the final paper (the other 15%)

COMPREHENSIVE ESSAY

Take the time period 1877 to 1980 and explain one historical event that influenced you the most. Explain the following: Why it affected you. Would you change the outcome? Why? What is the main lesson you learned from this event? This essay needs to be turned in with your portfolio on the last day the class meets – **Thursday, December 13, 2018.**

PROTFOLIO

Keep all of your graded work and place it into the Portfolio. Also, turn in your Comprehensive Essay. Due date: **Thursday, December 13, 2018.**

1. **Monograph**
2. **Research Paper (all sections in the order they were assigned)**

3. Graded Textbook Questions
4. Comprehensive Essay

MONOGRAPH ASSIGNMENT

You will submit a typed, three pages or longer, double spaced position paper on the assigned monograph. (See last page in this syllabus) Due date: **November 27, 2018.**

Do not plagiarize your paper, doing so will result in an "F" for 20% of your grade. There is no reason to

DISCUSSIONS AND CLASSROOM ACTIVITIES

Discussions are based on assigned essays in the Pearson eReader (see page 1). The class will set up two circles. Those on the inner circle have read the materials and are willing to discuss. Students who are willing to discuss will receive a participation grade of 90 per discussion. Those sitting in the outside circle made the decision not to discuss and will receive a grade of 70. What I am looking for during discussions is that you have thought about the readings in a more analytical way. Often students just want to repeat what the author stated instead of analyzing the material. The higher than 90 grade will go to those students who have a more analytical approach. Also, be aware that I need to be able to tell that you actually did the readings.

I will drop the lowest discussion grade. If you are absent on one discussion day, you will receive a "0" but it will not hurt your overall grade since I drop the lowest grade. However, you need to make sure that you do not miss another discussion.

There may be times when things are not clear to you or I may realize that the class looks confused. When that occurs, I will divide you into smaller groups and we will figure out the confusion and try to come up with a better understanding. Anytime that you are confused, you can also initiate this class activity.

We will have one E-mail assignments. You will read two essays in the Pearson eReader and answer the questions I have posed. You will answer the questions and send them to my email as an attachment. This assignment will count as discussion grades.

TEXTBOOK QUESTIONS

For each assigned textbook chapter, you will formulate and answer five questions. Your questions and answers need to be typed and you need to print two copies (one for you to use in your group and one for me to grade). You will be divided into small groups and discuss all of your questions. If you think someone came up with a wrong answer, politely make corrections.

There will be four units.

POLICIES AND PROCEDURES

ATENDANCE, DROP, AND TARDYNESS POLICY

It is always important to attend class (not just this class, all of your classes). The college allows you to miss four classes; I will give you one more. If you miss more than five classes, I have the option to drop you. I get no pleasure out of dropping students, but it is important for the student to commit to class. The official day to drop the class is November 12, 2018 by 4:00 pm.

I take attendance at the beginning of class. If you come late, please come into the class quietly and do not disturb others. Be sure to let me know at the end of the class that you arrived to assure that I do not mark you absent.

TECHNOLOGY IN THE CLASSROOM

Please turn your phones off and put them away. Please do not leave the class to answer your phone.

OFFICE HOURS

Unfortunately, my office is at the Katy Campus. However, I can meet you before or after class. If that does not work for you, come to my Katy office. It is best to let me know when you are coming because I end up going to many meetings. I am more than willing to tutor you or just discuss history with you and I will even make you a fresh cup of coffee.

MISCALLENEOUS CLASS POLICIES

Let's make nice with each other. A little courtesy goes a long way. When controversial topics related to race, religion, sex, or politics come up, respect other viewpoints. Feel free to express your own views. Do not make racist, sexist, or homophobic comments.

CAMPUS CARY

At HCC, the safety of our students, staff, and faculty is our first priority. As of August 1, 2017 Houston Community College is subject to the Campus Cary Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

TITLE IX OF THE Education Amendments of 1972, 20 U.S.C. A 1681 ET.SEQ.

Title IX of the Education amendments of 1972 requires that institution have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to www.edurisksolutions.org. Sign in using our HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number.

SERVICE TO STUDENTS WITH DISABILITIES

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/district/students/disability-services/>

ACADEMIC HONESTY

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Instructors, department chairs, may initiate penalties and/or disciplinary proceedings and/or instructional deans against a student accused of scholastic dishonesty.

FOOD AND HOUSING SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

EGLS3 (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 near the end of the term, 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 improvements of instruction. Go to www.hccs.edu/egls3 for directions.

DEAN FOR LIBERAL ARTS, HUMANITIES AND EDUCATION

Dr. Theodore Hanley

theodore.hanley@hccs.edu (713) 718- 8566

Monograph Assignment for History 1302

White Rage: The Unspoken Truth of Our Racial Divide

By Carol Anderson, Ph.D.

INSTRUCTIONS:

Answer the following questions in essay form.

1. What are the consequences of “Jim Crow” laws?
2. What are the long-term consequences for both white and African Americans of attending segregated schools?
3. How did the Deep South react to the Supreme Court’s *Brown vs. The Board of Education of Topeka, Kansas* decision? What could have prevented the reaction?
4. Why were white folks so obsessed with not letting African Americans vote? Do we find traces of this obsession today? Explain!
5. Why is voting important in a democracy?
6. How did presidents Richard Nixon and Ronald Reagan rewrite civil rights history?
7. What do white Americans want the United States to look like today?

Format

1. Start with an introduction. Your introduction should be about ½ page in length and should include a thesis statement.
2. Type your paper and double-space with one-inch margins on the left and right sides.
3. Use no more than two quotes and you must site the source for the quotes.
4. Grammar and spelling are very important. (Write your paper early and take it to the Writing Center here on campus.
5. Your cover page should have the title of the book (in italics), name of the author and your name.
6. Staple the paper before coming to class.

Due date: November 27, 2018

Important Dates

DISCUSSIONS

1. September 27
2. October 02
3. October 09
4. October 30
5. November 01
6. November 06
7. November 13
8. November 20
9. November 27
10. December 06

RESEARCH PAPER

1. October 02 - Submit Research Topic
2. October 04 - Submit Proposal
3. October 16 - Submit Sources
4. October 30 - Submit Outline
5. November 15 – Submit Draft
6. November 29 – Submit Final Research Paper

WEB ASSIGNMENT

October 25

MONOGRAPH

November 27

TEXTBOOK QUESTIONS

Unit 1 – Chapters 17, 18, 19, and 20	October 18, 2018
Unit 2 -- Chapters 21, 22, 23, and 24	November 8, 2018
Unit 3 – Chapters 25, 26, 27, and 28	November 20, 2018
Unit 4 –Chapters 29, 30, 31, and 32	December 13, 2018

COMPREHENSIVE ESSAY

Submit with Portfolio on December 13, 2018

PORTFOLIO

Submit on December 13, 2018

