



HOUSTON COMMUNITY COLLEGE

History 1302

Syllabus

Spring - 2019

Professor: Dr. Gisela R. Ables

Section: 13882

Campus: Katy Campus

Class Time: 05:30-06:50 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 should 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, research 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-

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 the present. As I stated earlier, the course is based on lectures, readings, group discussions, written assignments, research and some media. This course transfers as three (3) to most public 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 after all of this, I can also get you to like history, 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 | |
| ➤ Final 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 answers. You may select any topic as long as the topic that occurred between 1870s and 2000.

1. Your research paper should be five typed pages, double-spaced. The grade is 15% for
 - a. Selecting the topic
 - b. Writing and submitting your Proposal
 - c. Finding and submitting Sources
 - d. Submitting an Outline
 - e. Submitting a typed 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. (No more than two internet sources)
4. Outline your paper
5. Write a draft
6. Submit the final paper (the other 15%)

COMPREHENSIVE ESSAY

Throughout this course we have discussed how the United States has interfered in other countries (Cuba, Central American nations, Middle Eastern nations, Southeast Asia, etc.). Explain why we involved ourselves and connect it to our present consequences of these earlier actions. This essay needs to be typed and turned in with your portfolio on the day of the final – **(Schedule not available at this time)**

PROTFOLIO

Keep all of your graded work and place it into the Portfolio. Also, turn in your Comprehensive Essay. Due date: **(Day of the final)**

1. Monograph

2. **Research Paper (all sections in the order they were assigned)**
3. **Graded Textbook Questions**
4. **Comprehensive Essay**

MONOGRAPH ASSIGNMENT

Stephen Kinzer, *The True Flag: Theodore Roosevelt, Mark Twain and the Birth of American Empire*. Publisher: St. Martin's Griffin, New York, 2017. ISBN: 978-1-250-15968-7

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: **March 20, 2019**.

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

DISCUSSIONS AND CLASSROOM ACTIVITIES

Discussions are based on assigned essays in the Pearson eReader (see page 1). The class will divide into 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. Be sure to ask "Why" questions instead Who, What, and When questions. There will be four units (the last one will be on the day of the final).

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 **April 1, 2019, 4:00 pm**.

If you stop coming after the drop date, you will receive an FX at the end of the semester. If you are an international student that stops attending, you will also receive an FX.

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 you are not marked 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

My office is Room 102 in the Katy Campus. I can generally meet with you before or after class. 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.

When sending emails, please consider the following:

- Use your HCC email
- Use a clear subject line
- Use a greeting and signature
- Let me know what class you are in and what assignment you are referring to
- Use standard proper punctuation, spelling and grammar

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

***The True Flag* by Stephen Kinzer**

INSTRUCTIONS:

Answer the following questions in essay form.

1. Why did the imperialists want to go out into the world and colonize other nations?
2. Why did the anti-imperialists not want to colonize other nations?
3. Why was colonizing the Philippines such a contentious ordeal?
4. Does imperialism destroy democracy? Did the imperialists actually care about democracy?
5. Why is the American public so willing to go along with imperialism?
6. What were the primary motivations for expansion?
7. Did expansion into other nations create future problems for the United States? Explain!

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: March 20, 2019

Calendar and Assignments

- Mon, Jan 14 Introduction to Course
- Assignment for Wed: Read syllabus, purchase books, and think about a research topic that interests you.
- Pearson eReader: "The Crime of Poverty," pg. 204, "Red Handed Murder," pgs. 12-13, and "The Horrors of Lynching in the South," pgs. 60-62, read textbook and monograph
-
- Wed, Jan 16 Lecture: The Gilded Age
- Discussion 1**
- Assignment for Wed: Pearson eReader: "Congress Takes Aim at the "Chinese Menace"
- decide on Research Topic, read textbook and monograph
-
- January 21 – Holiday: Dr. Martin Luther King, Jr. Day**
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- Wed, Jan 23 Lecture: Immigration
- Discussion 2**
- Submit Research Topic**
- Assignment for Mon: Pearson eReader: "Urban Pollution," pgs. 43-49
- Type Research Proposal (1/2 to 1 page)
- Read textbook and monograph
-
- Mon, Jan 28 Lecture: Urbanization
- Discussion 3**
- Submit Research Proposal**

Assignment for Wed: Pearson eReader: "Their Own Hotheadedness,"
Pgs. 123-124.

Continue reading textbook and monograph

Wed, Jan 30

Lecture: Labor and Labor Warfare

Discussion 4

Assignment for Mon: Continue reading textbook and monograph

Mon, Feb 04

Lecture: The Populists

Assignment for Wed: Prepare your first set of 20 multiple
choice questions for chapters: 17, 18, 19, and 20

Wed, Feb 06

Lecture: Foreign Policy

First group discussion of the above textbook questions

Assignment for Mon: Pearson eReader: "War is a Racket,"
Pgs. 248-250. Continue reading textbook and monograph

Mon, Feb 11

Lecture: The Business Culture

Discussion 5

Assignment for Wed: Type your research sources

Continue reading textbook and monograph

Wed, Feb 13

Lecture: Progressivism

Assignment for Mon: Start working on Research Paper Outline

Continue reading textbook and monograph

February 18 – Holiday: President's Day

- Wed, Feb 20 Lecture: World War I
Submit Research Paper Outline
Assignment for Mon: Pearson eReader: "The President Wants You to Organize," pgs. 399-406. Continue reading textbook and monograph
- Mon, Feb 25 Lecture: The Roaring Twenties and the Consumer Culture
Discussion 6
Assignment for Wed: Continue reading text and monograph
- Wed, Feb 27 Lecture: The Depression
Assignment for Mon: Prepare second set of Textbook questions –
Chapters: 21,22,23, and 24.
- Mon, Mar 04 Lecture: The New Deal
Second Textbook group discussion
Assignment for Wed: Pearson eReader: "Mauthausen," pgs. 497-501
- Wed, Mar 06 Lecture: World War II
Discussion 7
Assignment for Mon: Pearson eReader: "A Good Way to Pick a Fight,"
Pgs. 549 – 5
- March 11-17 Spring Break (Work on your monograph)**

- Mon, Mar 18 Lecture: Origins of Cold War
Discussion 8
Assignment for Wed: Finish Monograph Paper.
- Wed, Mar20 Lecture: Cold War in Asia
Submit Monograph
Assignment for Mon: Pearson eReader: Joseph McCarthy's
"enemies Within" Speech
- Mon, Mar 25 Lecture: Cold War at Home – McCarthyism
Discussion 9
Assignment for Wed: Prepare third set of Textbook questions –
Chapters: 25, 26, 27, and 28
- Wed, Mar 27 Film: The 1950s and a Changing Foreign Policy
Third Textbook group discussion
Assignment for Mon: Work on Research Paper draft and
Pearson eReader: "They were Butchering People," pgs. 698-700
- Mon, Apr 01 Lecture: Vietnam War
Discussion 10
Assignment for Wed: Pearson eReader: "Interracial Marriage on Trial:
Loving v. Virginia
Last day to officially drop the class by 4:00 pm

- Wed, Apr 03 Lecture: Civil Rights
Discussion 11
Assignment for Mon: Work on Research Paper and continue reading
Pearson eReader: *Hernandez v. Texas* and the Exclusion of Mexican-Americans from Grand Juries
- Mon, Apr 08 Lecture: The 1960's
Discussion 12
Submit Research Paper Draft
Assignment for Wed: Continue working on Research Paper and readings
- Wed, April 10 Lecture: John F. Kennedy
Assignment for Monday: Finish Research Paper
- Mon, Apr 15 Film: Watergate
Submit Research Paper
Assignment for Wed: Pearson eReader: "Out of Gas," pgs. 784-793
- Wed, Apr 17 Lecture: The Carter Years and Enter Reagan
Discussion 13
Assignment for Mon: Pearson eReader: "Good Evening, Mr. Roosevelt":
Kermit Roosevelt and the Overthrow of Muhammad Mossedegh's
Government in Iran

- Mon, Apr 22 Foreign Policy in the 1970's and 1980's
Discussion 14
Assignment for Wed: Pearson eReader: "The Birth of the Ultraconservatives: The Impact of Texas Oil Money on National Politics.
- Wed, Apr 24 Lecture: Gilded Age Revisited
Discussion 15
Assignment for Mon: Finish your last set of textbook questions
- Mon, Apr 29 **Group discussion of last set of questions: Chapters: 29, 30, 31 and 32**
- Wed, May 01 Summation
- Final: Bring Portfolio with all of your previous graded work and your
Comprehensive Essay

One last assignment: Take the course evaluation on EGLS3 (Evaluation for Greater Learning Student Survey System). It is very important to the college to have your evaluation of the course.

Assignment Dates

Discussions

- #1 January 16
- #2 January 23
- #3 January 28
- #4 January 30
- #5 January 11
- #6 February 25
- #7 March 06
- #8 March 18
- #9 March 25
- #10 April 01
- #11 April 03
- #12 April 08
- #13 April 17
- #14 April 22
- #15 April 24

Textbook Group Sessions

- 1. February 6 - Chapters 17, 18, 19, 20
- 2. March 4 - Chapters 21, 22, 23, 24
- 3. March 27 - Chapters 25, 26, 27, 28
- 4. April 29 - Chapters 29, 30, 31, 32

Portfolio - Day of the Final

March 20 – Monograph is due

Research Paper

- 1. January 23 Research Topic
- 2. January 28 Research Proposal
- 3. February 20 Research Paper Outline
- 4. April 8 Research Paper Draft
- 5. April 15 Final Research Paper