Office Hours: Traditional office hours do not work in an asynchronous learning platform. Thus, I will check into class at least thrice throughout the traditional work day, Monday-Friday. I am not available after 5 during the traditional work week nor am I available on weekends, holidays, or any day HCC is closed.

E Communication: All electronic communication will take place through the internal email system of our Canvas classroom. Use the Inbox icon. If you contact me directly to my HCC email account, I will ask you to contact me via Canvas. I cannot respond to anything sent to me from your personal email accounts due to federal privacy laws. As this is an online class all communications will be online.

Social Media:

Learning Web: http://learning.hccs.edu/faculty/james.rossnazzal
Blogger: http://drjrn.blogspot.com/
Tumblr: http://ethnicandgenderstudies.tumblr.com
YouTube: https://youtube.com/user/DrRossNazzal
WordPress https://ethnicgenderstudies.wordpress.com
Wix: http://drjr01.wixsite.com/drjrn
LinkedIn: www.linkedin.com/in/DrJRN
Twitter @drjrn01

I am the editor of our department’s quarterly e-magazine for and by students on ethnic and gender studies called Fronteras Unidas and a professor of History for the ethnic and gender studied programs.

Course Description: This class is an in-depth, intensive examination of the United States between Reconstruction (1877) through the “War on Terrorism” (or, “The global struggle against religious extremism” as the name was changed in 2005) and what I call the Culture of Paranoia. We will view American history with an emphasis on gender through the lens of liberty. The topics that we investigate include, but are not limited to, the rise of modern America, wars, reform and internal strife, US foreign policy, the Cold War, and the post-Cold War “New World Order.” Throughout, emphasis will be placed on techniques of historical reasoning, analysis and college-level writing and thus the goals of this course are to help you enhance your critical thinking skills, become better writers, improve your computer literacy, and have a better understanding of history-specific research techniques, facilities, and databases.

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.

Course Student Learning Outcomes:

1. Explain the features of the Gilded Age and the issues on society, culture, and politics
2. Summarize Industrialism and Urbanization
3. Analyze the New South and Jim Crow
4. Explain Populism and Progressivism
5. Identify the causes and effects of WWI and the US
6. Discuss America between the wars
7. Identify the causes of WW2 and the Cold War
8. Discuss Post-war America at home
9. Discuss Post-modern America

Program Learning Outcomes:

1. Students will evaluate historical developments in an essay.
2. Students will read primary source documents.
3. Students will analyze historical evidence by writing an analytical essay.
4. Students will explain the importance of chronology and how earlier ideas and events shaped later events.

Required Course Materials

Textbooks:
Sage American History: A Survey of America’s Past http://sageamericanhistory.net/

E Reader:
http://www.pearsoncustom.com/tx/hcc_hist1302/ (Purchase the Self-Study E-text only.)

Monograph (select one to be used in your assignments)
Addams, Twenty Years at Hull-House.
ISBN-10: 1619491583

ISBN-10: 0062439650

ISBN-10: 0465090974

Coontz, Stephanie. *The Way We Really Are: Coming to Terms with America's Changing Families.*
ISBN-10: 0465090923

Krakauer, Jon. *Missoula: Rape and the Justice System in a College Town.* Anchor
ISBN-10: 0804170568

Leeds Craig, Maxine. *Ain’t I a Beauty Queen?*
ISBN 9780195152623

ISBN-10: 0990690806

Patterson, Martha. *Beyond the Gibson Girl: Reimagining the American New Woman, 1895-1915.*
ISBN-10: 0252075633

ISBN-10: 0195374770

ISBN-10: 0896082407

Tyler May, Elaine. *Homeward Bound: American Families in the Cold War Era.*
ISBN-10: 0465010202

If you find a monograph not on this list that you wish to use, please contact me for my approval. I may also suggest a book or books if you are covering a topic that is not covered by the books above to be used for your assignments.

**Disclaimer:** The lectures in Canvas are my intellectual property. I do not authorize my lectures to be downloaded, copied, transferred, or in any way removed from the online classroom.

**Note Taking:** You are required to take notes on every assigned reading and all lectures. For my in-class students, if I see you not taking notes I will stop the class in order to find out why you are not following directions. Successful students take notes. Successful students follow directions.
Course Calendar

7/10-7/16

“Manifest Destiny Realized, or, How the Sioux Lost Their Culture, 1877-1900”
Module 1 “How to Pass”

Sage: The Gilded Age
Sage: Gilded Age Politics
Zinn Robber Barons and Rebels

*American Perspectives*, select and read essays that are appropriate to your project.

Women’s Resources (under Ethnic and Gender Studies Resources): Identify and read appropriate essays, articles, documents for your project.

Listen to all of the lectures in these modules.

Proposal due by 11:59pm Sunday, July 16th

7/17-7/23

“Rise of Modern America, 1890-1920”

Sage: The Progressive Era
Sage: America’s Rise to World Power
Sage: The Great War
Zinn The Empire and the People
Zinn The Socialist Challenge

“Let the Market Decide! The Realities of an Unregulated Economy, 1920-1939”

Sage: The 1920s and the Great Depression
Sage: The Great Depression and the New Deal
Zinn War Is the Health of the State
Zinn Self-help in Hard Times

*American Perspectives*, select and read essays that are appropriate to your project.

Women’s Resources (under Ethnic and Gender Studies Resources): Identify and read appropriate essays, articles, documents for your project.

Listen to all of the lectures in these modules.

Assignment #1 due by 11:59pm Sunday, July 23rd

7/24-7/30

“The Good War, Creating the Cold War, and the Long 1950s: 1940-1963”

Sage: The Good War
Sage: Post War America
Zinn A People’s War?
Zinn “Or Does It Explode?”

“Civil Rights, Vietnam, and a Great Awakening: The Pains of Modernity, 1945-1975”
Sage: Post World War II Domestic Issues
Sage: The Cold War, Truman-Kennedy
Sage: Civil Rights Movement
Zinn: The Impossible Victory: Vietnam
Zinn: Surprises
Zinn: The Seventies: Under Control?

*American Perspectives*, select and read essays that are appropriate to your project.

Women’s Resources (under Ethnic and Gender Studies Resources): Identify and read appropriate essays, articles, documents for your project.

Listen to all of the lectures in these modules.

**Assignment #2 due by 11:59pm Sunday, July 30th**

7/31-8/6


Sage: The Cold War, LBJ to George H.W. Bush
Zinn: Carter-Reagan-Bush: The Bipartisan Consensus
Zinn: The Unreported Resistance

“September 11th and the Rise of the Culture of Paranoia, 1995-2015”

Zinn: The Clinton Presidency and the Crisis of Democracy
Zinn: The Coming Revolt of the Guards
Sage: America in the 21st Century
Zinn: The 2000 Election and the ”War on Terrorism”

*American Perspectives*, select and read essays that are appropriate to your project.

Women’s Resources (under Ethnic and Gender Studies Resources): Identify and read appropriate essays, articles, documents for your project.

Listen to all of the lectures in these modules.

8/7

**Final Assignment Due Monday August 7th**

**Graded Work:**

Format: All work will be submitted as a single Word file, which means the extension is either .doc, .docx, or .rtf or as a PowerPoint file with the extension .pptx. All written work will be double spaced using Times New Roman font, 12 size, with default margins. There will not be a cover page or anything else not required by the assignment’s directions.

Part of earning a grade is the successful submission of each assignment. Successful submission means that the assignment is uploaded to the proper assignment folder, in the proper format, and on time. I will grade what you submit. It is your responsibility to submit the correct file(s). If you submit the incorrect file your grade will ultimately suffer.
Personalized Learning Project - US History through the Lens of Women's History

This class has but one umbrella assignment consisting of four parts: the Proposal, First Assignment, Second Assignment, and the Final Assignment. Each part is worth 25% of your final grade. The project will focus on US women’s history.

The Proposal: In at least 500 words, tell me your plan. 1) What is your theme or topic? 2) Why did you select that theme or topic? 3) Describe, in detail, the two assignments you will use, 4) Include at least five specific sources (At least two of which cannot be the textbooks, American Perspectives, or my lectures). Be detailed. Potential themes of topics can be found below in Attachment A. You must focus your theme sufficiently so that you can cover the topic in the relatively short assignments.

First Assignment from the list (see Attachment B below).

Second Assignment from the list (see Attachment B below).

Final Assignment. Create a PowerPoint presentation with embedded audio. There will be at least five (5) slides. Include 1) your topic, 2) why you selected that topic, 3) An overview of your two assignments, 4) What you got out of this experience (besides a passing grade), and, 5) a Bibliography of sources you used throughout this class. Each slide will include both text and images. Use my lecture PowerPoint presentations as the model for this assignment.

Resources

Required resources: First and Second Assignments will use a variety of evidence from the textbooks, the reader (American Perspectives), the monograph(s) you have selected, my lectures, and appropriate articles, essays and/or documents from the Ethnic and Gender Studies Resource module in the Canvas classroom. See Appendix B below for specific sources.

Optional resources: Once you’ve exhausted the required resources, you may, if you chose to do so, use any of the optional resources. Optional resources are anything I have placed in our classroom such as the Library of Optional Sources and any other links and documents. You are not required to use optional resources but you will not use any optional resources until you have exhausted evidence from the required resources. If you locate a source that you wish to use that I have not identified as a source, please contact me. If approved, you may use that as an optional source.

Prohibited resources: Everything that is not required and not optional is prohibited. Never, ever use prohibited resources. If you use a prohibited source (even “just once”) your grade will be 69 or below. See the definitions of grades below.

Citations: For the majority of assignments you will use is the Chicago Manual of Style. CMS is a footnote style used in History classes. An e handout entitled “How to Cite” is part of your reading assignment in the “How to Pass” module. A few assignments have you using a parenthetical citation method. Students who fail to cite using the required method will receive a grade of 69 or lower. Students who fail to cite at all will be given a 59 or lower. See definitions of grades below.

Assignment Feedback/Comments: Besides a grade, you will receive comments or feedback from me in your first three assignments. The comments are not to justify the grade. Please do not ask me “why” you received the grade you did. Grading is in part subjective and in part objective (see the definitions of grades below). My comments are therefore forward looking -to give you a few ideas on how to improve your standing on the next assignment. I will provide you with two or three major issues you need to address on the next assignment. I cannot possibly point out every single problem with every students’ submissions. I am not your editor. Therefore, if you are in need of further assistance than I can offer, we have both online and on campus writing centers to assist students. For online support go here: http://www.hccs.upswing.io. For assistance in person, here is where begin: http://citl3.hccs.edu/alltutoring/.
On campus writing assistance may not be available during the short December and May semesters.

Grades:

100-90   A
89-80    B
79-70    C
69-60    D
59-      F

I do not round up grades.

Definitions of Grades:

The grade of A (100-90) reflects excellence. The A work offers a well-focused and organized discussion appropriate to the instructor's assignment, reflects critical use of all relevant materials, and demonstrates effective and formal writing requirements. Work must demonstrate outstanding efforts to identify and use varied, pertinent, and exhaustive evidence from all required sources, to employ those materials critically in the text of the work, to critically analyze the sources, and to provide error-free citations of those resources. A work is handed in on time.

The grade of B (89-80) represents work beyond satisfactory and indicates the work was completed in an appropriate and competent manner and, in general, demonstrates a strong attempt at original and critical analysis, writing, and research. Work must demonstrate beyond satisfactory efforts to identify varied and pertinent evidence from all required sources. The B paper may contain a number of minor errors of grammar or citation, and its thesis or its conclusions may be undeveloped or not strongly supported. B work is handed in on time.

The grade of C (79-70) indicates that the work was done in a satisfactory or appropriate fashion and represents the average work expected for college courses. In order to obtain a C grade, your work must adhere to all of the assignment’s minimum requirements to include but not limited to page/word requirements, number of sources, types of sources, and proper citation method. The work is organized around a central idea with arguments supported by relevant examples from the available sources. The work is structured into correctly written paragraphs and sentences. Although fulfilling the assignment, the C work may exhibit one or more weaknesses including, but not limited to, errors of punctuation and grammar, imprecise or incorrect word use, inaccurate or uncritical use of materials, a lack of or limited analysis, occasional inconsistency of organization or development, and lack of clear and direct relevance of the selected research materials to the topic. C work is handed in on time.

The grade of D (69-60) indicates that the work may have a poorly defined thesis (or lacks a thesis), lacks clear focus or organization, or contains unsupported generalizations, sweeping statements or unsupported conclusions. Research support (citations) is inadequate, not clearly relevant, or improperly documented. A less-than-minimal research effort may be evident. The work may also suffer from numerous or major formal writing errors. D work fails to adhere to any of the assignment’s minimum requirements. D work may contain at least one prohibited source. D work is handed in on time.

The grade of F (59-1) indicates that the work is not clearly relevant to the assignment or that its topic and thesis are nonexistent. The work may display inadequate organization or development, unsupported generalizations, and nonstandard formal features (including language usage, sentence structure, and paragraphing). Research support (citations) is absent, or irrelevant to the assignment. Or the submission has nothing to do with the assignment. F work is handed in on time.
The grade of 0 indicates that the work was not submitted at all or submitted after the due date/time, not submitted in the required format, or the submission had nothing to do with the assignment. Remember any cheating whatsoever will result in an F for the course. Do you remember what happened to SMU in 1987? [http://time.com/3720498/ncaa-smu-death-penalty/](http://time.com/3720498/ncaa-smu-death-penalty/)

**Late Work:** If for any reason, you cannot or do not submit your work on time please note that I will accept late work (except for the final assignment) up to one (1) week beyond the original due date. Please do not tell me the excuse or reason why you did not submit the work on time as it does not matter. Submit the work to the correct folder within the classroom (Canvas will mark the submission as late). Then draft a 250-word essay on how you will not allow anything or anyone to prevent you from submitting all future assignments. Send the Word document to me as an attachment via the Inbox icon in the classroom. Once I read your plan to succeed I will grade the late submission. You will receive one grade deduction as a penalty.

**Incompletes:** I do not offer Incompletes.

**Extensions:** Sometimes students cannot, for whatever reasons, get their work submitted on time so they ask me for an extension. The answer is no. Everything has a specific due date which I will not negotiate, extend, or alter. Never ask me for an extension. Part of success in this class, as well as in life, is learning to properly manage your time, juggle various deadlines, and handle diversity, problems, unexpected events, and emergencies when they arise. You should have a Plan B in place to be prepared for the unexpected. One reason why I earned my BA in just two (2) years was that I prepared for the widest array of problems, emergencies, and unexpected events.

**A Final Thought on Grades:** Getting good grades is easy. All you have to do is to keep up with the readings, attend class with a tenacity of purpose, take full and complete notes as I lecture and as you read, review your notes on a daily basis, take advantage of my office hours, take advantage of any needed resources the college provides and put forth the required efforts on all assignments. No one has more control over your grades than yourselves. You will do well (i.e., pass) when you decide that studying is what is important and if you take the necessary steps to do well. Ultimately, you are responsible for your success or failure. I am a proponent of personal responsibility.

**Policies:** If you cannot or will not adhere to these polices then please do not take my class as I will not make any exceptions and thus never ask me to change my policies or to make an exception.

**Academic Honesty:** In the case of any form of cheating, including plagiarism you will receive an F in the course. If you drop the course after being caught cheating in any form, including plagiarism, I will change your final grade to an “F”. Plagiarism is the failure to cite your research/evidence while cheating includes any academic dishonest practice that offers you an unfair advantage. See the Student Handbook on plagiarism and cheating.

**Participation:** Participation is required if you want to succeed (i.e., pass): Participation means submitting graded and non-graded work and responding to my emails and class announcements when required. Students who fail to participate before the official day of record will be dropped from the class by the Registrar’s Office. Students who do not participate after the official day or record will be given the grade of FX, unless the student drops the class.

**Student Attendance:** Life is too short to repeat in lecture what is available in your readings, thus relentless attendance is required. If you miss “just one day” you truly miss a lot because my lectures, like history, are tightly integrated. Successful students attend class with a tenacity of purpose. Successful students log into the class daily to get the latest Announcements and to read my daily emails. Attendance means logging in, opening files, or uploading assignments. You are required to log into the EO classroom daily. Students who do not log into the class at least 12.5% of the time may be dropped.
**Withdrawal:** Why would you want a “W” on your transcript? Please realize that when universities or employers see transcripts with Ws, the message they receive is that you cannot complete what you started. In other words, it is in your best interest to get a grade in this course. The professor will not withdraw students. Withdrawing is the responsibility of the students. I will not support quitting.

**International Students:** Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. ONLY ONE online/distance education class may be counted towards the enrollment requirement for International Students per semester. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**Reinstatement Policy:** Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Faculty members have a responsibility to check their class rolls regularly, especially during the early weeks of a term, and reconcile the official class roll to ensure that no one is attending class whose name does not appear on the rolls. Students who are dropped from their courses for non-payment of tuition and fees, who request reinstatement after the official date of record (OE date), can be reinstated by making payment in full and paying an additional $75 per course reinstatement fee. A student requesting reinstatement should present the registrar with a completed Enrollment Authorization Form with the signature of the instructor, the department chair, or the dean, who should verify that the student has been regularly attending class. Students who are reinstated are responsible for all course policies and procedures, including attendance requirements. A dean may waive the reinstatement fee upon determination that the student was dropped because of a college error. The dean should note the nature of the error in a memo to the registrar with the appropriate documentation.

**Questions Policy:** I presume that the syllabus, Announcements, emails, etc. are crystal clear because I know what I want to say. However, I might not have said what I wanted to say in a way that is clear to you thus if anything I put out is confusing or you have questions on anything, it is your responsibility to contact me immediately if not sooner and seek my assistance. You are ultimately responsible for your success or failure. I am a proponent of personal responsibility.

You may contact me through the Canvas mail system (use the Inbox icon). Each class offers different policies, procedures, etc. and if I do not know which class you are in I cannot give you the most accurate response thus do not contact me at my HCC email address. Do not contact me using a personal email address as I am not able to respond to emails sent via personal email addresses.

If you do pose a question that is answered in the syllabus I will simply respond “that’s covered in the syllabus.” If you send me a question that begins with the phrase “I read the syllabus but” as in “I read the syllabus but I do not see which books to buy”, or “I read the syllabus but I cannot find the due dates of assignments”, or “I read the syllabus but I do not see the scheduled readings”, I will respond that you did not read the syllabus because the answer to your question is in the syllabus. Everything you need to know about this class is in the syllabus. Please read every handcrafted word of the syllabus. Your success hinges on your willful, careful and critical readings of the syllabus.

I will not answer any questions having anything to do with technology because I am not trained on technology. If you have a tech or tech related questions, please contact the tech department.

Likewise, I will not answer any question that is covered in the Canvas orientation. Again, my training is on the instructor’s side of creating and maintaining the Canvas classroom, not on the student’s side of using the Canvas classroom. So, if you have a question not pertaining to history, about Canvas please contact the DE department or tech department.

Finally, I do not teach college writing. You learned that in ENGL 1301 thus I will not answer any questions on material that was covered in ENGL 1301.

**Virtual Classroom Conduct:** As with on-campus classes, all students in HCC Distance Education/hybrid courses are
required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class.

**PowerPoint Lectures:** Each PowerPoint slide presentation has a built in lecture that automatically begins when you start the presentation and automatically plays on every new slide. If you cannot hear the lectures (which you are required to use on assignments) you need to contact the tech department, not me. The presentations or lectures were created in Windows 10 using Kaltura Media. If you are an Apple user, then you need 365. Your other option is to ask other Apple users what program they use in order to listen to my audio-embedded lectures.

**Grades are earned not deserved:** Years ago, I played in a school football league for boys between 4th and 8th grade. My first year on the team, the team won the league championship. The rest of the 4th graders and I were put into every game only after the win was assured and only to play offense. Our play never affected the outcome of any of our 12 wins. At the end of the year banquet, all players on our first place team received a trophy. I remember not believing that I earned that trophy just because I was a member of the winning team. I believed that accolades need to be earned not deserved and so when we got home from the banquet I put the trophy in the back of my closet. Four year later, when I was in 8th grade, our team once again won the league championship. I was the starting right guard on offense and right outside linebacker on defense. I recorded 34 tackles. I recovered six fumbles. I had three interceptions. I blocked one punt. I scored one defensive touchdown and while on offense I caught a tipped ball and carried it for 10 yards before being tackled. The coaches voted me First Team All-Star. In other words, I earned that first place trophy and I was quite proud of my accomplishments when I received that trophy as well as the All Star distinction.

You do not “deserve” an A (or even a passing grade) just because you exist. Yet sadly in each class in every semester, there is always one student who tells me that he or she “deserves” an A or a better grade then they earned just because he or she submitted the assignment. This attitude is not a characteristic of a successful person in my class nor in life. You do not deserve to pass this class. You do not deserve to succeed in life. You earn a passing grade or you earn an F. Ultimately, the grade is in your hands. Please do not contact me telling me you “deserve” this or that. You earn your way through life. Life does not own you anything.

**One power of Santa Claus:** According to the famous song (first sang in 1934) “Santa Claus is Coming to town,” one of the lines is “he knows when you’ve been sleeping. He knows when you’re awake. He knows if you’ve been bad or good, so be good for goodness sakes.” I have that same power in the classroom. Everything you do, from when you log into the classroom to when you log out or close your browser, is recorded in the classroom activity log to include being logged in but not doing anything (inactivity). Everything. So when students tell me that they submitted the assignment and cannot figure out why the assignment is not showing up in the assignment folder, I check the log. Never, not once, has the activity log ever supported the students’ claims of submission. Students have told me that they responded to my email or that they never received my email. So I check the activity log and sure enough the log does not show that the student responded as well as the fact that they did receive my email. Then I turn the log over to the DE tech department and ask them to verify my conclusions, so there is another pair of trained eyes looking at the log. Everything you do is recorded and I have access to that log. FYI.

“**Don’t bring me a problem. Bring me a solution.”** – Jack Welch

If anything or anyone is getting in the way of your academic success and you still wish to continue in the class, then you must contact me immediately if not sooner. Please do not wait until after an assignment was due to inform me that this or that issue prevented you from successfully completing the assignment. I want you to succeed (i.e., pass). I want everyone to succeed. And so, you must take the lead and let me know when something, anything, is getting in the way of your success. Maybe I can help.
When you get your terminal degree, and start your career, your boss is not going to want to hear you point out all the problems with your job, the department, or the company. Rather, bosses want to hear solutions. So do I! Thus, do not just present me with a problem. I want to hear your solution.

Thus, I will accept late work for any assignment except the final assignment. You must contact me before the assignment is due to report the problem or issue you are experiencing. See “Late Work” above.

If the issue goes beyond a single assignment, if the issue is going to affect you throughout the semester, then please contact me and we will discuss your options to help you to succeed (i.e., pass) over the long haul.

Students with disabilities

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor’s receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Service Contact Information

Central College  
713.718.6164

Coleman College  
713-718-7376

Northeast College  
713-718-8322

Northwest College  
713-718-5422  
713-718-5408

Southeast College  
713-718-7144

Southwest College  
713-718-5910

Adaptive Equipment/Assistive Technology  
713-718-6629  
713-718-5604

Interpreting and CART services  
713-718-6333


Title IX of the Education Amendments of 1972 requires that institutions 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 your HCC student e-mail account, then go to the button at the top right that says Login and enter your student number.

Tech Stuff: You are responsible to ensure the computer(s) you use is (are) properly equipped with software, hardware, and programs that afford successful completion of all assignments. For example you must ensure that your computer is running the latest version of Java. Older versions of Java will prohibit you from successfully completing assignments, assessments, and examinations. In addition, you must remove pop-up blockers to successfully complete assignments, assessments, and examinations. Failure to maintain the latest version of Java and/or remove pop-up blockers will negatively affect your grade from failing an assignment to failing the course. You must run Microsoft Word. Neither HCC nor I support non Word files. Non Word submissions will be given zeros (see “Submissions” above). Word files are .doc, .docx, or .rtf.

If you are a Mac person you will need to secure Office 365 or contact other Mac users to see what app or program they use in order to hear my audio-embedded lectures. You must use a digital player that will play the lectures which are attached to my PowerPoint presentations. You must run Office or the Mac version in order to open the PowerPoint presentations.

Unless otherwise noted, all assignments, assessments, and examinations will be submitted in the proper assignment folder in our classroom. I will not accept work submitted directly to my HCC email account or the in-class email system (via the Inbox icon). Again, part of earning a grade begins with the successful submission of assignments.

As this class meets online you must have access to a computer with constant and reliable internet service. That computer must be running the latest version of Java and you must remove any pop-up blockers.

If you experience any technical issues, please contact the tech department as I am not trained in or knowledgeable about tech issues.

Success or failure is squarely in your hands. Success and failure are choices. To quote the old knight in Indiana Jones and the Last Crusade, “Choose wisely”.
Notice of Instructor’s Right of Modify the Syllabus:

Just as President George W. Bush modified his war aims in Iraq as battlefield, diplomatic, and popular opinion shifted, I have the right to modify this syllabus and will notify the class of any change in a timely manner,
Attachment A: Themes and Topic ideas

This list is not exhaustive. Ultimately you need to select a theme that most interests you. You are only limited to your interests and imagination within the time covered in the class. As this class is US history with an emphasis on minorities in the US, your assignments must emphasize minorities (women, ethnic, racial, gender, disabled, for example).

Step 1. Select your topic from the list below. If you would like to do something not on the list, contact me so we can discuss your idea.

Step 3. Using the textbooks, any of the E-Textbooks, and/or any of the resources under the “Women and Ethnic Studies” module or maybe just your own interests, narrow your topic into something that can readily be examined in two relatively short assignments. If you have an idea but that idea for a focused topic which is not covered in the textbook or the other sources in the class, contact me and I will help you. Your topic cannot be too broad.

For example, the topic “Women and Music” is too broad while “African American Female Do-Wop groups from the 1950s” or “Diana Ross” are well-focused topics. “First Ladies” is too broad of a topic. “Eleanor Roosevelt” is a well-focused topic. “The 1964 Civil Rights Act” is too broad. “Title VII” is sufficiently focused. “Women and Health Care” is too broad while “Well Mom/Well Baby and the Affordable Care Act” is well-focused.

19th Amendment
1964 Civil Rights Act
1968 (the year)
1984 election
2008 election
2016 election
AIDS
Affirmative Action
Afghanistan
American Association of University Women
American Female Moral Reform Society
Americans with Disabilities Act
Any decade
Any Constitutional Amendment
Any woman
Any state
Any year
Black Panthers
Blacksplotation
Brown Berets
Brown decision
Bussing
Chicana Movement
Civil Rights Movement
Cold War
Daughters of the American Revolution
Disabled/Disabilities
Domestic Violence
Education
Emily’s List
Equal Rights Amendment
Espionage
Evangelism/Evagels
Family
_Feminine Mystique_
First Peoples
Flappers
Gilded Age
Girl Scouts
Great Depression
Grunge
Gulf War 1990-1991
Health care
“Hello Girls”
Housework
Houston
Hip Hop
Hull House
"Illegal Aliens"
Immigration/Immigrants
International Ladies Garment Workers Union
Iraq War (George W. Bush)
“It Girls” (Gibson Girls)
June Cleaver, Harriett Nelson, and Margaret Anderson: TV Moms of the 1950s
Korean conflict
Latinas
League of Women Voters
LGBTQ
Lily Ledbetter Act
Loving Decision
Mexican Americans
Motherhood
“Myer’s Little Helper”
Movies
Muckrakers
Music
National American Woman’s Suffrage Association
National Association of Colored Women
National Organization of Women
New Woman
*Our Bodies, Ourselves*
Pill, The
Planned Parenthood
Police
Popular Culture
Populism
Presidents
Progressive Era
Prostitution
Punk
Queer Theory
Roe v. Wade
Rap
Rape culture
Reform Movement (any)
Religion
“Rosie the Riveter”
September 11
Sports
“Stay at home moms”
Stonewall
Student Nonviolent Coordinating Committee
Supreme Court
Teenagers
Terrorism
Texas
Triangle Shirtwaist Fire
TV
United Nations Decade of the Woman
Violence Against Women Act
WACs
WAVES
Vietnam
War
Watergate
Women and the KKK
Women’s Bureau of the Department of Labor
Women’s Christian Temperance Union
World I
World II
Young Women’s Christian Association
Youth
Attachment B: List of Potential Assignments

This list is not exhaustive. You are only limited by your imagination. Remember, you need to select either two (2) different shorter assignments from those annotated under “Shorter Assignments”, or one (1) comprehensive assignment from those under “Comprehensive Assignment”. If you select to do one (1) comprehensive assignment, then you will submit the first draft for the First Assignment and your final draft for Second Assignment.

Every assignment will include a Bibliography page. A bibliography is a list of sources used, alphabetically, by the last name of the author. For example:


I. Shorter Assignments:

Step 1. Select what you will do for the Assignment #1
Step 2. Select what you will do for the Second Assignment #2

Annotated Bibliography ([https://owl.english.purdue.edu/owl/resource/614/03/](https://owl.english.purdue.edu/owl/resource/614/03/))

An annotated bibliography is a one paragraph summary of the monograph. The annotated bibliography provides a concise description of the monograph’s thesis and its major features. For this assignment, you will examine three (3) books. This is an example of an annotated bibliography:


Davidson's book provides a thorough examination of the major roles filled by the numerous pagan goddesses of Northern Europe in everyday life, including their roles in hunting, agriculture, domestic arts like weaving, the household, and death. The author discusses relevant archaeological evidence, patterns of symbol and ritual, and previous research. The book includes several black and white photographs of relevant artifacts.

Article for *Fronteras Unidas* (e-journal on student work)

Four times a year I publish *Fronteras Unidas*. Each edition contains short essays written by students around a central theme. For this assignment, you will draft an essay on one of the edition’s themes or topics covered in this class. The essay will be at least three (3) double-spaced pages long, citing using footnotes in accordance with Chicago Manual of Style, Times New Roman, 12 font, and will use evidence from two of the three: textbooks, *American Perspectives*, and my lectures AND two other sources found in the Canvas classroom, for a total of at least four different sources.
Biography

Select any person from this time and research and write a biography in at least three (3) double-spaced pages, citing as footnotes in accordance with the Chicago Manual of Style and using evidence from the at least one of the required textbooks, American Perspectives and my lectures, and two other academic sources for a total of at least five various sources.

Book Review

Select any monograph listed in the syllabus and draft a book review. I will post the format in the Announcements section of the classroom the first week of the class.

Create a blog

Using either WordPress or Blogger, create a blog on your topic. You will post between 5-7 entries. Total word count for the blog must reach 750 words. You will add at least three (3) images. You will cite using any parenthetical style such as APA or MLA. You will use evidence from at least one of the textbooks, American Perspectives, plus one other source of your choice found in the Canvas classroom for a total of at least three various sources.

Diary

You are a witness to a historical event covered in this class. Write at least five (5) diary entries about that event. The word count for your entire diary must be at least 750 words. You will not cite, but you will still of course need to attach a Bibliography page at the end of your diary. You will use evidence from two of the three: textbooks, American Perspectives, and my lectures AND two other sources found in the Canvas classroom, for a total of at least four various sources.

Essay

You will draft an essay on your chosen topic. The essay will be at least three (3) double-spaced pages long, citing using footnotes in accordance with Times New Roman, and will use evidence from two of the three: textbooks, American Perspectives, and my lectures AND two other sources found in the Canvas classroom, for a total of at least four various sources.

In office discussion

We will set an appointment and you and I will meet in my office or via Skype and discuss what you’ve learned from your readings and research on the topic you’ve selected. The talk will last for about 30 minutes. You will need to reference information you’ve learned from the textbooks, American Perspectives, and my lectures.
PowerPoint with embedded audio (online classes only)

Create a ten-minute-long PowerPoint presentation with embedded audio. Use at least 5 slides. Use evidence from at least one of the textbooks, my lectures, and/or American Perspectives plus anything from the Ethnic and Gender Studies Resources module for a total of at least four various sources. The final slide in your presentation will be a Bibliography.

Presentation in class (on campus classes only)

You will create a ten-minute-long lecture, supported by PowerPoint slides, and present the lecture to the class (the same thing that I do, except much shorter). Use evidence from the at least one of the textbooks, my lectures, American Perspectives and anything found in the Ethnic and Gender Studies Resources module for a total of at least four various sources. The final slide in your presentation will be a Bibliography.

Timeline

Using this website as your guide (https://cft.vanderbilt.edu/guides-sub-pages/digital-timelines/) create a 50-year digital timeline of any person covered in this class. Use evidence from at least one of the textbooks and American Perspectives plus one other source found in the Canvas classroom for a total of three various sources. You will not cite but will offer the list of sources in your Bibliography.

Twitter

Create a Twitter account. Alert me to the address so that I may follow you. You are visiting with a historical person or witnessing a historical event. Tweet about it. Must be at least 5 tweets each week, for a total of 28 tweets for the assignment. You will use evidence from two of the three: either of the textbooks, American Perspectives, and my lectures AND two other sources found in the Canvas classroom, for a total of at least four various sources. Collect your tweets onto a Word document for submission.

Video

Make a ten-minute-long video on your topic. You will use evidence from two of the three: either of the textbooks, American Perspectives, and my lectures AND two other sources found in the Canvas classroom, for a total of at least four various sources.

Website

Create a website for your topic. Use evidence from either of the textbooks, American Perspectives, and at least one other source found in the Canvas classroom. Use this website as a general guide: http://drjrno1.wixsite.com/djrno.
II. Comprehensive Assignment

Remember: you are either completing two Shorter Assignments or one Comprehensive Assignment.

Step 1. Select the comprehensive assignment from the list below. You will submit the first draft for the First Assignment and a final draft for the Second Assignment.

Article for Fronteras Unidas (e-journal on student work)

Four times a year I publish Fronteras Unidas. Each edition contains short essays written by students around a central theme. For this assignment, you will draft an essay on any topic of your choice (the topic does not have to be a topic covered in that edition) either about history or about college. The essay will be at least five (5) double-spaced pages long, citing using footnotes in accordance with Times New Roman, and will use at least two sources in addition to either of the textbooks and American Perspectives for a total of four various sources.

Research Paper

Research and write a five (5) page double-spaced paper on your topic. You must use at least five various sources to include at one primary source, my lectures, either of the textbooks (or any of the e textbooks located in the Canvas classroom) American Perspectives plus one other source of your choosing, for a total of at least five (5) various sources. Cite as footnotes using CMS. Attach a Bibliography.

Time Traveler

You are aware of an English writer named H.G. Wells. As you know, in 1895 Wells will publish a book entitled Time Machine. He indeed built a time machine and his book is the story of the places in the future he visited to include the people and their cultures. By the way, the historical significance of that book is that the book launches the science fiction genre in general and time travel fascination in particular. You too built a time machine but your time machine can only go to 12/24/1894. So, you use your time machine to go to the house of Wells’ and invite yourself into his home and to his dinner. At that Christmas Eve dinner, Wells shares copies of his manuscript with all those in attendance –including you. At the end of the evening, you linger and soon discover that you are the last guest. At which point you bonk Wells over the head, run into his laboratory, jump into his time machine and zip back to your favorite period in US history covered in this class. Upon your return, you find Wells, now fully conscious and rather upset at what you’ve done. However, as an academic Wells forgives you when you hand over a paper you’ve written that explains: 1) Why you selected the time you visited; 2) A description of what you witnessed such as their politics, religion, and culture (to name a few); and 3) An explanation as to why you would or would not want to permanently live in that region and time period.
Wells will accept no less that a five-page paper (double spaced), citing as footnotes in CMS, and using evidence from either of the textbooks, *American Perspectives*, plus any three other sources of your choosing found in the Canvas classroom, for a total of 5 varied sources. Attach a Bibliography.