

## **HIST 1301: U.S. History to 1877 | Lecture | #10341**

Summer 2019 | 5 Weeks (6.3.2019 – 7.3.2019)

In-Person | Ed. Dev. Ctr. | M-F 12 p.m. - 1:45 p.m.

3 Credit Hours | 48 hours per semester

### **Instructor Contact Information**

Instructor: John S. Huntington, Ph.D.

Office: Room 341

HCC Email: [john.huntington@hccs.edu](mailto:john.huntington@hccs.edu)

Office Phone: N/A

Office Hours: By appointment

Office Location: San Jacinto Building

### **Instructor's Preferred Method of Contact**

The easiest way to contact me is through e-mail. Please use your HCC e-mail account rather than the Canvas messaging system. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. I also highly encourage students to come to office hours.

### **Course Overview**

This course covers the first half of the U.S. History survey, starting with pre-Columbian Native American cultures and continuing up through the Reconstruction Era. Throughout the semester this course will focus on the political, societal, and economic history of the United States combined with an analysis of the cultural, social, and intellectual institutions that forged the country. Specifically, the course follows U.S. history both chronologically and topically by examining major socio-political developments in American history, like the religious revivalism of the Great Awakenings and the influence of Enlightenment thought. Using such an approach allows for these events and ideas to serve as a lens through which to assess the historical narrative of the United States. Since American culture has changed over time through waves of immigration, evolving political structures, and other historical events, students will evaluate how societal shifts influenced the reality and perception of the U.S. both domestically and globally. Ultimately, this course teaches the foundational components of American government and society and imparts necessary skills, like critical thinking, document analysis, and argumentation.

### **Prerequisites and/or Co-Requisites**

Students must have taken or be co-enrolled in ENGL 1301.

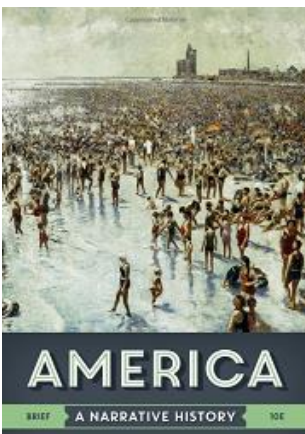
## Core Curriculum Objectives (CCOs)

- **Critical Thinking:** Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing writing assignments and engaging in historical discussions
- **Communication Skills:** Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing writing assignments and discussing broad historical issues with peers.
- **Information Literacy:** Students will demonstrate the ability to draw conclusions based on using primary and secondary sources to advance and defend arguments. Additionally, students will learn how to parse through sources with a critical eye—a key skill in today’s world of information overload.
- **Social Responsibility:** Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in their communities by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams.

## Course Learning Outcomes

- Demonstrate a mastery of a broad body of historical knowledge
- Develop a survey level understanding of U.S. history
- Analyze and draw conclusions from primary documents and secondary literature
- Understand the concept of “Information Literacy” by using primary documents to advance and defend arguments
- Demonstrate an effective use of skills of evaluation, cause-and-effect relationships, and compare and contrast
- Recognize themes and patterns throughout U.S. history

## Instructional Materials



The textbook listed below is **required** for this course.

***America: A Narrative History*** (Brief 10<sup>th</sup> edition) by David Emory Shi and George Brown Tindall (W. W. Norton).

ISBN: 978-0-393-26596-5

Order your book here: [HCC Bookstore](#)

## Eagle Online Canvas Learning Management System

This class will use [Eagle Online Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) as the distributive hub for the class. All power points, discussion document packets, and grades will be uploaded to Canvas.

HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is highly recommended that you **USE [FIREFOX](#) OR [CHROME](#) AS YOUR BROWSER.**

## Other Instructional Resources

- **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 Resources 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: <https://library.hccs.edu/home>
- **Supplementary Instruction:** Supplemental Instruction is an academic enrichment and support program that uses peer-assisted 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 <https://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

## 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. Successful completion of this course requires a combination of the following:

- Reading and, if necessary, taking notes over the textbook
- Attending class in person and/or online
- Completing assignments on time
- 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 provided by the professor.

## 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**

### **Exams**

There will also be three tests, including the final, none of which are cumulative. Each test will consist of a combination of short answers identification and one essay question. Every test covers the material that was taught prior to the date of the exam, so the semester is roughly divided into three sections. I will drop the lowest exam grade, so only two tests count toward a student's final average. The two tests are worth the same amount: 25% of the total grade. Thus, all the tests combined are worth 50% of the total. The schedule at the end of the syllabus gives all of the information regarding the date of the exams and the information covered.

### **Quizzes**

There will be six quizzes over the course of the semester, each one covering information in the textbook. Quizzes consist of fifteen multiple-choice questions and, at the end of the semester, will be averaged together to comprise 25% of the total grade. The lowest quiz grade will be dropped, bringing the total to five graded quizzes at the end of the semester.

### **Discussions**

Over the course of the semester there will be five class discussions. Students are responsible for reading the assigned documents in their entirety (packets will be posted on Canvas unless otherwise specified) and coming prepared with notes and questions about the documents. Students will discuss the content, themes, and thesis of the readings with each other. I will only intervene occasionally to redirect conversation or sharpen questions. Five discussions will be averaged together and comprise 25% of the overall grade. On Canvas students will find more detailed instructions regarding the discussions.

## Grading Formula

Grade	Total Points
A	90+
B	80-89
C	70-79
D	60-69
F	<60

Assignment	Percentage
Test One	25%
Test Two	25%
Quizzes (5)	25%
Discussions (5)	25%

The HCC Grading Scale (and a host of other information) can be found on this site under Academic Information:

<https://www.hccs.edu/resources-for/current-students/student-handbook/>

## Instructor's Practices and Procedures

### Missed Assignments

Students that miss any assignment will be required to bring appropriate explaining the absence in order to take a missed exam. Students must e-mail the professor *within 24 hours* of the missed exam to explain the absence and inquire about a make-up. Otherwise, the absence will be considered undocumented, and undocumented absences will not qualify for a make-up exam. All makeup exams will be scheduled according to the needs of the student and the availability of the instructor.

### Academic Integrity

The college's website lists the student handbook and students guilty of academic integrity will be subject to the letter of the law. Students should familiarize themselves with the handbook because academic responsibility demands it. Cheating consists of, but is not limited to: cheating on tests or quizzes, plagiarism, collusion, etc. Plagiarism includes a variety of actions, including copying from online resources or using the words of another student. I take academic integrity very seriously. For more information, please view HCC's Student Code of Conduct:

<https://learning.hccs.edu/faculty/janis.innis/student-code-of-conduct>

Additionally, here is a link to information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

## **Attendance Procedures**

Lectures comprise a significant amount of this class, and as such attendance is expected. There is no penalty for missing class; however, it should be noted that there is a definitive correlation between multiple absences and poor grades. Please be on time and plan to stay for the full duration of the class because late entrances and early departures can disrupt the learning environment.

## **Student Conduct**

As a professor I encourage questions and conversation, some of which may involve sensitive subjects. Please refrain from using racist, sexist, or bigoted language – it not only can hurt the feelings of other students but it makes the speaker appear ignorant as well. Repeated use of offensive language will result in removal from the class. I have zero tolerance for it.

## **Lecture Notes**

I do not give out my lecture notes for any reason, including documented absences. Handing out or uploading my lecture notes would remove the incentive for attending class, especially since I do not have a mandatory attendance policy. In order to obtain notes, the best option is to ask a fellow classmate. I am also more than willing to meet with students in my office to discuss the lectures, especially if a student is having difficulty understanding any concepts or terms. If you are struggling with note taking or comprehension, please take advantage of my office hours and come see me.

## **Electronic Devices**

Technology has become a quintessential part of modern society, and it is impossible to ban cell phones and computers from the classroom. However, I expect students to use technology in a responsible manner so as not to disrupt the classroom environment. Phone calls during class can be very disruptive and can distract both students and the instructor. Students should put their phones on silent or vibrate, and if a student is expecting an important call then he or she should sit at the back of the class and exit the room to answer the phone. Students are expected to refrain from constant texting, using Snapchat, watching Youtube, playing Fortnite/PUBG, or surfing the internet in class because it is distracting to other students. After class starts, a student will be given an additional warning if his or her phone rings or they continuously text in class. If the problem persists, I will ask that student to leave the classroom. A classroom is a place of learning and discussion, and distractions are detrimental to the educational process. Please be respectful to your fellow students and the professor.

## **History Program Information**

For more information on the Associate's Degree in History, see:

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

## HCC Policies

Here's the link to the HCC Student Handbook: <https://www.hccs.edu/resources-for/current-students/student-handbook/>

In it students 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 and 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 EGLS<sup>3</sup> ([Evaluation for Greater Learning Student Survey System](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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. EGLS<sup>3</sup> surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

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

### Campus Carry

Here is a link to HCC's information regarding Campus Carry:

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

### HCC E-Mail 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, pleas notify the professor if you are comfortable doing so.

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

## Office of Institutional Equality

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

### disAbility Services

HCC strives to make all learning experience 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:  
<https://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](mailto:institutional.equity@hccs.edu)  
<https://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## History Department Contact Information

Dr. Gisela Ables, Department Chair  
[Gisela.ables@hccs.edu](mailto:Gisela.ables@hccs.edu)

Dr. Theodore Hanley, Dean of Humanities College  
[Theodore.hanley@hccs.edu](mailto:Theodore.hanley@hccs.edu)



# Course Calendar

Colors equate to time spent in class

Yellow = ~30 minutes

Green = ~60 minutes

Blue = ~90 minutes

<b>WEEK ONE</b>	
M - June 3	Syllabus
	Lecture 01: Pre-Colonial America
T - June 4	Lecture 02: English and the New World
	Lecture 03: Colonial Crises & Origins of Slavery
W - June 5	Lecture 03: Colonial Crises & Origins of Slavery
	Lecture 04: Pre-Revolution America
R - June 6	<b>Discussion 01: Puritan Massachusetts</b>
	Lecture 04: Pre-Revolution America
F - June 7	<b>Quiz 01</b>
	<i>Test Review &amp; Expectations</i>
	Lecture 05: The American Revolution
<b>WEEK TWO</b>	
M - June 10	Lecture 05: The American Revolution
	Lecture 06: The Articles & The Constitution
T - June 11	<b>Quiz 02</b>
	<b>Discussion 02: All Men Created Equal?</b>
W - June 12	<b>TEST ONE</b>
R - June 13	Lecture 07: Washington's Presidency
	Lecture 08: The "Revolution of 1800"
F - June 14	Lecture 08: The "Revolution of 1800"
	Lecture 09: War of 1812
<b>WEEK THREE</b>	
M - June 17	<b>Quiz 03</b>
	Lecture 10: The Market Revolution

T - June 18	<b>Discussion 03: Markets and Movements</b>
	Lecture 11: Awakening and Reform
W - June 19	Lecture 12: Era of Good Feelings
	Lecture 13: Crises Under Jackson
R - June 20	Lecture 13: Crises Under Jackson
	<i>Test Analysis and Preparation</i>
F - June 21	<b>Quiz 04 &amp; TEST TWO</b>
<b>WEEK FOUR</b>	
M - June 24	<i>LAST DAY TO WITHDRAW</i>
	Lecture 14: Old South and Free North
	Lecture 15: Manifest Destiny and Expansion of Slavery
T - June 25	Lecture 15: Manifest Destiny and Expansion of Slavery
	Lecture 16: The Politics of Sectionalism
W - June 26	Lecture 16: The Politics of Sectionalism
	Lecture 17: Lincoln and the Seeds of Disunion
R - June 27	<b>Quiz 05</b>
	<b>Discussion 04: Texas Revolution</b>
	Lecture 18: The Civil War
F - June 28	Lecture 18: The Civil War
	Lecture 19: The Reconstruction Era
<b>WEEK FIVE</b>	
M - July 1	Lecture 19: The Reconstruction Era
	<b>Quiz 06</b>
	<b>Discussion 05: History and Memory</b>
T - July 2	<i>Test Review</i>
W - July 3	<b>FINAL EXAM</b>

**Other Important Dates:**

- Withdraw with 70% Refund: June 7, 2019
- Withdraw with 25% Refund: June 10, 2019
- Last Day to Withdraw: June 24, 2019
- Semester Ends (after finals): July 8, 2019