History 1301 Syllabus  
Spring 2018 Semester

Instructor: Liza T Powers  
Section: 029  
CRN: 58772

Campus: West Loop  
Class Time: TuTh 530-650pm

Phone: Remind App  
Class Room: 
Office Hours: Appointments Available

Email: liza.powers@hccs.edu  

I will use Remind (app) to send updates about important class information. To sign up for History 1301 6182-58772 notifications, please visit 
https://www.remind.com/join/msltp

COURSE OVERVIEW:
This is a survey of American history. A survey course touches lightly on a variety of topics but does not provide a deep and thorough discussion of any particular topic. The course is based on lectures, readings, films, computer generated assignments and discussions. This course transfers as 3 hours of credit to most other colleges and universities.

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

Program Learning Outcomes (PLO):
1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural and global forces on this period of United States history.
4. Understand the importance of chronology and how earlier ideas and events shaped later events.

Course (Student) Learning Outcomes for History 1301:
1. Discuss the Age of Exploration
2. Explain Colonization
3. Identify the Causes and effects of the American Revolution
4. Explain the origins and impact of Slavery
5. Analyze the formation of the Republic
6. Summarize the effects of Expansion and Innovation
7. Explain Nationalism and Sectionalism
8. Discuss the Civil War
9. Evaluate the effects of Reconstruction
Required Textbooks:
EReader: *American Perspectives: Readings in American History, Volume 1*. This book is an online edition and not available in hard copy. Instructions on how to purchase online are included in this syllabus.
http://www.pearsoncustom.com/tx/hcc_hist1301/

Required Readings (Available for free through the library database). Instructor will provide accessibility for students in a separate handout. This is a tentative list. The syllabus will be updated.

YOUR TEXTBOOK should be treated as a supplement to this course. Classroom lectures and discussions will be based on the textbook as well as other sources the instructor has read in graduate school and in professional development since school. Do not expect class times to be solely a regurgitation of the textbook. Prior to class, each student should read the chapters that will be discussed in that respective session.

Instructor guidelines and policies

Attendance: Class attendance is encouraged to ensure full understanding of subject material, to foster a sense of community, and to participate in group projects and discussions.
- The instructor will take daily attendance; however, students will be treated as adults and expected to manage their time wisely.
- If students miss class for any reason, they need to use the syllabus and peers in their class to learn what areas were covered at that class meeting. The instructor will not contact missing students.
- The instructor will not drop anyone from this class for chronic absences. If your name appears on the final class roster, then you will receive whatever letter grade your assignments warrant, including an F.
- Bonus points for attendance may be given without prior notification. These points cannot be made up for any reason. They serve to reward students who came to class, rather than to punish those who did not come to class.
Assignments:

Exams: (30% of final grade) – Lowest grade dropped. The instructor DOES NOT offer Make – Up Exams.
- You will take three exams.
- Each will cover the lectures, class discussions, reader, videos shown in class and textbook. Each exam completes a segment of history and no exam is cumulative.
- Students should bring a scantron and a number two pencil to class the day of the exam. Students who do not have a pencil or scantron will NOT take the exam.
- Each exam will have a set of multiple questions as well as an essay question to answer.

Essay Prompts (20%) –
- Students will have two essay prompts this semester.
- Essay 1 will cover test 1 material and Essay 2 will cover Test 2 Material. The essay question will be uploaded the night of the test and be due the following week.
- Students will submit the essay through canvas; however, the instructor will use turn it in to check for plagiarism. Any turn it in report that yield 20% or more in plagiarism will receive a grade of zero.
- The rubric for this assignment is below and is posted on canvas under module “Essay Prompts” for better resolution and viewing.

Twenty Minute Class Presentation: (5% of final grade) THE DEADLINE FOR PICKING A TOPIC IS JANUARY 29th. YOU MUST EMAIL ME THE TOPIC OR BY THE DEADLINE OR YOU WILL RECEIVE A ZERO FOR THIS GRADE.
- Each student will be responsible for presenting a section of history to the class. They may choose to participate in this in groups of no more than four students. They may also have the option of presenting individually rather than in a group. If participating in a group, a student must be present and stand in the front of the room with their group and help present in order to receive a grade.
- A visual aid, such as a handout or power point presentation should be used during the presentation. They will also need to submit a one page summary on what they presented and their part in the presentation on Canvas Online.
- Students will use the course textbook for initial research on the topic and use other outside sources as necessary.
- Topics to select from will be posted on the learning web the first week of class and selection is first come first serve. Please note that the date of the presentation is non negotiable as it will correspond with the timeline of history that the instructor is reviewing with the class. Also note, if the student does not choose a topic, one will not be provided to them. If a student does not present their topic to the class, then they will receive a zero for the assignment.

Possible Topics to Select:
1. Lost Colony of Roanoke
2. King Philip’s War
3. Bacon’s Rebellion
4. Salem Witchcraft Trials
5. Stamp Act
6. Decision for Independence
7. Shay’s Rebellion
8. Smallpox and the American Revolution
9. Challenges to Confederation
10. Conflict in Adams Admin
11. Revolution of 1800
12. Impressment Crisis
13. Battles of the War of 1812
14. Reign of King Andrew
15. Emergence of a Market Economy
16. The Texas Revolution
17. Mexican American War
18. Triumph of Manifest Destiny
19. Nat Turner’s Rebellion
20. Compromise of 1850
21. Panic and Depression of 1857
22. John Brown’s Raid
23. From Bull Run to Antietam
24. Human Dimensions of War
25. Civil War Generals & Battles
26. Lincoln Reconstruction v Johnson Reconstruction v Congressional Reconstruction

EReader Formal Essay: (25% total) Due April 16th at 10:00 pm
http://www.pearsoncustom.com/tx/hcc_hist1301/

● Students will select a topic and provide an informative paper on the topic based on at least 12 readings from the EReader. Topics include but are not limited to: economic, diplomatic, military, slavery, abolitionism, race relations, women’s history, Native Americans, or Hispanic/Latino history (Please see the listing of readings from the Ereader categorized by these themes at the end of this syllabus.) If the student prefers to select a topic outside of these suggested, please send an email to the instructor and ask if the topic can be adequately covered based on the selection of readings in the Ereader. The student should use the Ereader as well as the textbook as the only sources for this paper. It must not be a summary of each reading selected. It must offer an informative look at the particular topic by synthesizing the reading materials. This is a formal essay and must have a thesis and well developed paragraphs with an introduction and conclusion. The paper must be at least 3 pages in length.

● Students must cite their work. The instructor is open to MLA, Chicago, APA, Turabian. The student must consistently use the same format throughout the paper.

● No extensions will be given. The student must submit the assignment through Eagle Online Canvas. The instructor will be using TurnItIn. DO NOT PLAGIARIZE. Any student that has 20% or more plagiarized will be given a score of zero.
Peer Reviewed Journal Articles on Disaster History: (20% total)
- There will be 10 readings that you will read. Some weeks will only have one option of readings. Other weeks will have one to pick from many. You will read this and write a 150 word reflection that summarizes this historical event, discuss the lessons learned as well as the social, political, economic cultural times from that era. We will also break out into groups and discuss the readings. For each reading, the instructor will grade on a point scale of 2. If the student does not meet the minimum word count of 150, the grade will be zero. Your reflection is due by 10:00 pm on canvas. If it is not submitted on time, the assignment will not be graded.

Make-up Exams: If you miss an exam, you will earn a zero for the exam and it count as your drop exam. As the instructor drops the lowest test score, the instructor DOES NOT offer make ups. 

Cell phones and beepers: Turn off all cell phones, pagers and beepers prior to the beginning of class. See below for possible outcome if you fail to comply with this policy.
Civility Policy:
Class attendance requires a degree of civility and courtesy towards your fellow students as well as to the professor. As such the following behaviors are prohibited: talking, surfing the internet, cell phones, pagers, reading, studying for other classes, chronic tardiness (as defined by the professor) or any other action deemed disruptive or inappropriate by the instructor. Turn off all electrical appliances before entering class.

The professor reserves the right to remove anyone from class for violating these policies.
1. A verbal warning will be issued at the first occurrence of problematic behavior, where the student is told that the conduct will not be tolerated or allowed.
2. A second occurrence will result in another verbal warning and written notification being sent to the dean of the college, explaining the circumstances of the offense.
3. A third occurrence of the activity will result in the student being sent to the appropriate academic dean and potentially being dropped from the class.

Letter Grade Assignment:

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<td>100 - 89.5%</td>
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<td>F</td>
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Tentative Schedule

Jan
15 Introduction
22 Chapter 1: The Collision of Cultures
   Reading 1
29 Chapter 2: England’s Colonies
   Reading 2

Feb
05 Chapter 3: Colonial Ways of Life
   Reading 3
12 Chapter 4: From Colonies to States
   Test 1
19 President’s Day Holiday
   Essay 1 Due
   Chapter 5: The American Revolution
26 Chapter 6: Strengthening the New Nation
   Reading 4

Mar
05 Chapter 7: The Early Republic, 1800-1815
   Reading 5
12 Spring Break
19 Chapter 8: The Emergence of a Market Economy, 1815-1850
   Chapter 9: Nationalism and Sectionalism, 1815-1828
   Reading 6
26 Chapter 10: The Jacksonian Era, 1828-1840
   Chapter 12: Religion, Romanticism, and Reform, 1800-1860
Test 2
Reading 7
Apr 02 Chapter 11: The South, Slavery, and King Cotton, 1800-1860
Essay 2
09 Chapter 13: Western Expansion, 1830-1848
Reading 8
16 Chapter 14: The Gathering Storm, 1848-1860
EReader
23 Chapter 15: The War of the Union, 1861-1865
Reading 9
30 Chapter 16: The Era of Reconstruction, 1865-1877
Reading 10
May 08 Test 3

Campus Carry
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 Carry 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. §§ 1681 ET. SEQ.
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.

Services 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. Penalties and/or disciplinary proceedings may be initiated by instructors, department chairs, 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 improvement of instruction. Go to www.hccs.edu/egls3 for directions.

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