History 1301: U.S. History to 1877
Course Syllabus
Spring 2012

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History 1301 is based on an analysis of the concepts and themes, which follow the development of the American nation from its earliest beginnings to Reconstruction. Since this survey course covers such a wide span of time and topics, it will not provide thorough coverage of all events and topics. This course, which will be a Web-enhanced course with an Eagle site, will be based on lectures, readings, films, research, and classroom and Eagle online discussions. Most colleges and universities grant three hours of credit for this course. History is a subject, which enables man to grasp a relationship with the past and then proceed forward with some sense of security. As well as serving this end, history may also be read for amusement, for its richness, or for its drama. History is not static nor is it drab. It is alive in many ways, constantly being reborn as mankind changes its perspective. Thus, while the best history endures over the years, each generation has to rewrite its own view of the past for its own purposes. While you must master a certain amount of factual material in this course, the major emphasis of History 1301 is on themes and ideas. Therefore, you will be expected to analyze the information you read and discuss in class in order to understand the “hows” and “whys” of history and the manner in which historical events have shaped the lives of the American people. A course such as this cannot pretend to unveil the one, true explanation of historical events. It provides instead an opportunity to establish events in place, to examine explanations that have occurred to some clever persons, and to construct independent conclusions. And, if supporters of liberal education are to be believed, students who participate in such a course will be enlightened and excited by exposure to such situations, and delight that others, just at themselves, have been perplexed attempting to solve historical puzzles.

Mission Statement: The Houston Community College System is an open-admission, public institution of higher education offering academic preparations and lifelong learning opportunities that prepare individuals in our diverse communities for life and work in an increasingly international and technological society. The Northwest History Department will provide an environment conducive to learning and encourages academic excellence. Furthermore, the History faculty will encourage the development of the following competencies: Reading, Writing, Listening, Critical Thinking, and Computer Literacy.

Required Reading

Reader:
*American Perspectives: Readings in American History* (5th ed.), Vol. 1

The reader is an eText. You can either purchase an access code for the reader from the college bookstore or you can purchase it directly from the Pearson Publishing at a web site by going to this site:

http://www.pearsoncustom.com/tx/hcc_hist1301/

You also will need the following monograph:

Blight, *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself*

**Goals for History 1301**

The goals listed below will allow you to move beyond a simple memorization of historical dates and events:

- Take the facts of history and make informed judgments about their meaning and significance.
- Explain basic social and political institutions in light of the American past.
- Relate the effects of historical, social, political, economic, cultural and global forces on this period of American history and relate them to the present.
- Identify the major issues of each period of American history from the early colonization through Reconstruction.
- Trace major social, economic, and political trends.
- Understand the use of history as one base of informed decision-making.
- Demonstrate a reasonable mastery of facts, movements, and ideas.
- Enable students to create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.

**Program and Student Learning Outcomes**

- You will be able to create an argument through the use of historical evidence.
- You will be able to analyze and interpret primary and secondary sources.
- You will be able to analyze the effects of historical social, political, economic, cultural and global forces on this period of United States history.
- You will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

**Course Structure**

This history course is primarily a lecture class, but other activities, such as films and classroom discussions, may be planned throughout the semester. Lectures are not designed to cover all text material. Students are encouraged to participate actively in class. There also will be online discussions that utilize Eagle Online.

It is strongly suggested that students prepare to participate in class by reading the assigned text and/or supplementary assignments listed in the syllabus before attending class.
Attendance

Class attendance is imperative in order to master the objectives of the course. The instructor will check attendance at each class meeting. Students must be present the entire class period in order to be marked "present."

Students should not count upon the instructor to drop them if they choose not to complete the course. It is the student’s responsibility to drop the course before 4:30 pm on March 29, 2012. Students can complete the drop process online. If a student has a special problem, the instructor should be notified immediately. Please respect your fellow students and me by not disrupting class by walking in and out, being tardy and leaving early.

Student Discipline

To help the instructor establish and maintain an atmosphere in which the best teaching and the most learning can take place and in response to the appearance in the college classroom of certain unfortunate problems, please observe the following:

- Students are expected to demonstrate proper college classroom behavior. Those who are disruptive to the instructor and to other students can expect to be asked to leave.
- Many historical topics are controversial. Be respectful of one another’s opinions. I will not tolerate any sexist, racist, or homophobic comments. Likewise, this class is not an appropriate forum for pushing one’s personal religious beliefs.
- Arrive at class on time! If you must be late, enter as unobtrusively as possible and sit as close to the door as possible. Consistent tardiness will not be tolerated.
- Stay in class the entire class period. If you must leave early, notify the instructor at the beginning of class and sit close to the door.
- Make all preparation for note or test taking before the instructor arrives. All pencils should be sharpened and paper ready before the instructor arrives to lecture or to test. Do not use the pencil sharpener once I arrive.
- Do not talk to another student during examination periods. Keep your eyes on your own test papers.
- Turn off all cell phones before class begins. I do not want to see any of these during class, especially during exams. If you use a lap top, make sure that you only use it for activities and information related to this class.
- Do not record lectures or class discussions.

Examinations

There will be four major examinations this semester. The exams will consist of objective and short answer questions taken from the assigned textbook. No make-up exams will be allowed; however, I will drop your lowest exam grade. There is no comprehensive final. The last major exam will be taken during the time scheduled for final exams. The exam average will constitute 60% of the semester grade.
Class Activities

There will be assigned class discussion based on the course reader. Class discussion dates and assignments can be found in the course calendar. We will have an inner and outer circle arrangement for these discussions. Those on the inside of the circle agree to discuss and receive a grade of 90 or higher. Those in the outside circle do not need to discuss and will receive a grade of 70. This is a participation grade, not a writing assignment; however, inner circle students need to submit a typed summary of the article/documents major points at the end of the class discussion to keep all students honest. Grading is based on the quality of the discussion and not quantity. In fact, those who attempt to dominate the discussion will be penalized. If you are absent on a discussion day, you will receive a grade of “0.” However, it will not hurt you to miss one discussion because your lowest discussion grade will be dropped. After that, do not miss any further discussions since your class participation grade represents 10% of your total grade.

Eagle Online Discussions

During the term, there also will be several Eagle Online discussions, which deal with assigned reader selections noted in the course calendar and on the Eagle calendar. You can do your assignments from home or from the computer labs that are provided for your use.

The class discussion board will mimic regular class discussion so please respond to my discussion prompts and interact with one another in a meaningful way. Please note that I try to avoid participating in the class discussion since past experience has convinced me that doing so impedes a free exchange of ideas; however, I may enter the discussion if it gets off track. Evaluation of written work will focus not only on content but also on clarity, organization, coherence, and use of standard edited written English. The premise is simple: for content to impress it must be effectively communicated. Since this is a college class, I expect all writing to be at college level. Do not slip into "casual chat." I automatically will deduct 15 points when a student uses the casual chat lower case “i” or any chat abbreviations, such as “lol.” Also, please read all appropriate material before responding to the prompts. I will provide additional discussion guides within Eagle. Your Eagle participation grade will represent 10% of your semester grade. You must have substantive interaction with other students on the board in order to earn an “A” in Eagle discussions. Please note that I do not accept posts after the due date nor do I grade those placed under incorrect topics. While no late discussion prompts will be accepted, I will drop your lowest discussion grade. These Eagle discussion grades are worth 10% of your total grade.

Research Assignment

Students are required to write a critical research paper based on the Douglass autobiography and two selected slave narratives from the collection gathered by writers and journalists working for the Works Progress Administration during the New Deal:

http://xroads.virginia.edu/~hyper/wpa/index.html

A link to this site also will be provided within the Eagle class site. In your paper, you should explore the common themes of slave life (work, relationship with masters, religion, family relations, resistance, etc.) for Douglass and your selected former slaves and discuss the manner in which their lives were different. You must have an introductory paragraph, a thesis, supporting material, and a conclusion. Papers must be typed double-spaced using 12-point font and standard
margins and should consist of 2-3 fully typed pages. Papers that do not meet the page requirement will automatically have ten points deducted. Evaluation of written work will focus primarily on content but also on clarity, organization, coherence, and use of standard, edited written English. I will deduct points for poor grammar and spelling. Please proofread your work carefully. All direct quotes must be properly cited, and you must include a Works Cited Page that does not count toward your page requirement. Never plagiarize since I will catch it. Make sure that you have a proper heading on upper left hand of the paper that includes your name the time of your class and use a paper clip to fasten your paper together. Do not use a title page or a cover. No late research papers will be accepted, but I will accept papers early if they are formatted in rich text format and sent to me using the mail feature in Eagle. The research assignments will be due at the end of class on April 27. Your research assignment will constitute 20% of your semester grade.

**Grades**

The student’s semester grade will be based on the following:

- Three highest exam grades: 60%
- Class discussion average: 10%
- Eagle discussion average: 10%
- Research Assignment: 20%

The final percentage value resulting from the sum of the above components will be converted into a letter grade according to the following scale:

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = Below 60%

**Academic Dishonesty**

All Houston Community College students are required to exercise academic honesty in completion of all tests and assignments. Penalties for academic honesty (cheating on a test, plagiarism, unauthorized collaboration on an assignment) may include a grade of 0 or F for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college system.

**ADA Policy**

Any student with a documented disability (e.g. physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations for the classroom and/or testing must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting classroom and/or testing accommodations must first contact the DSS office for assistance prior to the beginning of each semester:
Course Repeat Statement

**NOTICE:** Students who take a course for the third time or more must now pay significant tuition/fee increases at HCC and other Texas public colleges and universities. At HCC it is an additional $50 per credit hour. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**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, 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Resources**

There are a number of resources available to help you.

- Online Tutoring: [www.hccs.askonline.net](http://www.hccs.askonline.net)
- Tutors in the Library
- Writing Center
- Open Computer Labs

**Final Note**

Students encountering difficulty in the course should make an appointment with the instructor to discuss ways to improve the situation. I cannot help if I do not know there is a problem. All rumors that I bite are totally erroneous! Attending class, taking good notes, completing assigned readings, and studying before all exams are the keys to success in this type of course. Finally, let me warn you to keep up with your readings and attend classes regularly. This course covers a great deal of ground in a very short time, and it is easy to get behind. If you do the readings and come to class, you will find the course more interesting and earn a higher mark. You will only get out of the course what you put into it.
## Tentative Course Calendar*

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Orientation</td>
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<tr>
<td>1/20</td>
<td>Eagle Introduction due (11:00 pm)</td>
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<tr>
<td>1/23</td>
<td>A Clash of Cultures</td>
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<tr>
<td></td>
<td>Text: Ch. 1</td>
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<tr>
<td>1/25</td>
<td>The Southern Colonies</td>
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<td></td>
<td>Text: Ch. 2</td>
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<td></td>
<td>Class Discussion 1</td>
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<td></td>
<td>Reader: &quot;The Jamestown Fiasco&quot;</td>
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<tr>
<td>1/30</td>
<td>English Transplantations</td>
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<td></td>
<td>Text: 2</td>
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<tr>
<td>2/1</td>
<td>Putting Down Roots</td>
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<td></td>
<td>Text: Ch. 2 &amp; 3</td>
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<tr>
<td>2/6</td>
<td>Colonial Life</td>
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<tr>
<td></td>
<td>Text: Ch. 3 &amp; 4</td>
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<td>2/8</td>
<td>Race &amp; Freedom</td>
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<td>Text: Ch. 3</td>
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<td>2/13</td>
<td>Empire under Strain</td>
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<td></td>
<td>Text: Ch. 4</td>
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<tr>
<td>2/15</td>
<td>Exam 1</td>
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<tr>
<td>2/20</td>
<td>President's Day Holiday</td>
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<tr>
<td>2/22</td>
<td>Colonial Protest</td>
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<td></td>
<td>Text: Ch. 5</td>
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2/27  Revolution
Ch. 5
Class Discussion 2
Reader: "A Most Undisciplined, Profligate Crew"

2/29  More Revolution
Ch. 5

3/5  Building a New Republic
Text: 6
Reader: "The Witch and We, The People"
Eagle Discussion: Prompt 1

3/7  Party Politics
Text: Ch. 7
Eagle Discussion: Prompt 2

3/12-3/18  Spring Break—No Classes

3/19  Jeffersonian America
Text: Ch. 8
Class Discussion 3
Reader: "The Republican President"

3/21  The War of 1812
Text: Ch. 8

3/26  Exam 2

3/29  Last day to drop (4:30 pm)

3/30  The Expanding Republic: An Era of Good Feelings?
Ch. 9
Do Not Come to Class on Monday!

4/2  The Age of Jackson
Ch. 10
Reader: “The Jacksonian Character”
Watch “The Trail of Tears” Online
Eagle Discussion: Prompt 3
Do Not Come to Class! Work Online.

4/4
The Antebellum South & Reform
Ch. 11
Eagle Discussion: Prompt 4
Reader: “The Slave Family”
Do Not Come to Class! Work online.

4/9
Manifest Destiny: Eating Poisonous Fruit?
Text: 12
Research Project Due! No late projects will be accepted.

4/11
Exam 3

4/16
The Crisis of the 1850s
Text: Ch. 13
Reader: “Lincoln and the Abolitionist”
Eagle Discussion: Prompt 5
No Class—Work Online

4/18
More Crisis
Ch. 13

4/23
Secession
Text: Ch. 13
Reader: “The Search for Remedies”
Eagle Discussion Prompt 6

4/25
The War Came
Text: Ch. 14

4/30
A War between Brothers
Text: Ch. 15
Class Discussion 5
Reader: “Emancipation Proclamation”
5/2  Reconstruction  
   Text: Ch. 16  
   Class Discussion 5  
   Reader: "Slaves No More"

5/7  Exam 4 at 5:30 PM

*All course dates with the exception of Exam 4 are subject to change although every effort will be made to stay on s