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## US History to 1877

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### HIST 1301 – United States History to 1877

CRN 12285 – Spring 2018

Pinemont | Face-to-Face

Introductory Level Course

(Instructional Materials on Page 7)

**Instructor contact Information and Preferred Method of Contact** Michael Ramey  
[michael.ramey@hccs.edu](mailto:michael.ramey@hccs.edu)  
832-918-0315  
HCC email  
Students can expect a response from me within 24 hours.

**Office and Hours** Location Pinemont Center Rm. 210  
Monday and Wednesday 9:30am – 12:00pm  
Tuesday and Thursday 12:00pm – 2:00pm (by appointment)

**Course Location/Times** Northeast College, Pinemont Campus Rm. 134  
Monday & Wednesday Lecture – 8am – 9:20am

**Course Semester Credit Hours (SCH) (lecture, lab) If applicable** Credit Hours: 3.0  
Lecture Hours Weekly: 3.0

**Total Course Contact Hours** 48.00

**Course Length (number of weeks)** 16

**Type of Instruction** Face-to-Face

**Course Description (ACGM)** A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be

addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**Course Prerequisite(s)** Must have passed ENGL 1301 (Composition I) or co-enrolled in ENGL 1301 as a corequisite (Exception: Dual credit students only need to be placed into college level reading and writing)

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|-------------------------|---|
| <b>Department</b>       | 1. Discuss the Age of Exploration                             |
| <b>Student Learning</b> | 2. Explain Colonization                                       |
| <b>Outcomes</b>         | 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                     |

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| <b>Program Learning</b> | 1. Create an argument using historical evidence.  |
| <b>Outcomes (PLOs):</b> | 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 |
|                         | 4. Understand the importance of chronology and how earlier ideas and events shaped later events                         |

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| <b>Learning Objectives</b> | Students will:  |
|                            | 1.1 Objectively and subjectively assess specific documents  |
|                            | 1.2 Critically analyze secondary sources, presenting counter-arguments  |
|                            | 1.3 Demonstrate values associated with History and the study of History   |
|                            | 2.1 The student will understand historical and historiographical sources  |
|                            | 2.2 The student will understand, analyze, and evaluate both historical evidence and arguments                   |
|                            | 2.3 The student will convey the merits and faults of specific sources   |
|                            | 3.1 The student will understand context when examining coursework   |
|                            | 3.2 The student will be aware of the tremendous diversity in cultures, regions, and people affecting US History |
|                            | 3.3 The student will analyze the larger global significance of US History                                       |

## Course Calendar

<b>HIST 1301 – US HISTORY TO 1877</b>	
16 Week Calendar / Spring 2018 / Tentative Calendar	
<b>Order of Class</b>	<b>AGENDA / ASSIGNMENTS</b> Assignments are due by dates indicated unless prior approval has been obtained.
<b>1</b>	Introduction, Expectations, Review all Course Resources
<b>2</b>	<b>Unit 1: Overview of US History</b> First week of class
<b>3</b>	<b>Unit 2: Native Americans and Colonization</b> Historical Fiction due Feb. 20th
<b>4</b>	<b>Unit 3: Analysis of North and South/Enlightenment</b> Midterm Mar. 6th
<b>5</b>	<b>Unit 4: Comparative Revolutions/Jacksonian Democracy/Western Expansion</b> In-class assignment for Debate Monograph Analysis due April 15th
<b>6</b>	<b>Unit 5: Civil War Perspectives/Successes and Failures of Reconstruction</b> Final Exam May 1 <sup>st</sup> Debate due the week of May 5 <sup>th</sup> on the day of the Final Exam

## Important Dates

Start Date : January 14<sup>th</sup>

End Date : May 12<sup>th</sup>

Withdrawal Date : April 1<sup>st</sup>

### Holidays and No-Class Dates

January 21<sup>st</sup> Martin Luther King Jr. Day

February 18<sup>th</sup> President's Day

March 11<sup>th</sup> – 17<sup>th</sup> Spring Break!!

April 19<sup>th</sup> Spring Holiday. This does not affect our class, however.

April 29<sup>th</sup> Your professor will be recovering from getting married

## Instructional Methods

HIST 1301 is a required course for practically all majors.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of history, modeling good civics, and organizing and monitoring the class that allows you to connect the information that you learn in this course to the real world regardless of your goals.

It is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, attend class, and enjoy yourself.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend much of class time involved in collaborative activities or discussions. You will be involved in discussions with your classmates and your instructor. As you will want to contribute to these discussions, you will need to come to class prepared to discuss, analyze and evaluate information from your text and other assigned readings.

## Student Assignments

Assignments have been developed that will enhance your learning. Students will be required to successfully complete the following:

### Quizzes/Reading Assignments

There will be periodic reading assignments. The readings will come from *The American Yawp* and distributed readings on Canvas. There will be an in-class quiz over the readings on their due date.

### Historical Debate

On the last day of class every student will participate in an in-class debate. Prior to the Midterm the class will be divided into equal groups. Then, through random selection, each group will be placed into one side of a debate (or argument) in American History. The group will have the remainder of the semester to prepare a 5- 7 minute presentation arguing their side of the argument. After a presentation from the opposing debate team there will be a second debate, commonly referred to as a rebuttal, where the group will attempt to counter the statements of the opposition. The grade for this assignment comes from: 1) The quality, professionalism, and accuracy of the presentation. 2) The amount of work each member put into the assignment (slackers beware!) 3) The aptitude of the rebuttal. **Please note that while there are no points for the group that actually 'wins' the debate, there is a great deal of emphasis on preparation and quality. Come prepared and give a great show!**

### Content Exams

There are two exams in the class: a Midterm at the midpoint of the semester and a Final Exam at the end. These exams are multiple choice and you need to provide a scantron and pencil on the day of testing.

### Monograph Essay

The monograph essay is a book analysis of the monograph listed in the syllabus. The goal of the essay is for you to read the book and critically evaluate the merits and the faults of the book's argument or thesis. It is NOT a book report or a summary. You may wish to write a short summary of the reading to introduce your essay, but your grade on the assignment will come from your analysis. **There is no specific page limit on the essay, however you should spend some time on the explanation of your analysis and critique.** The Monograph Essay is due on April 15th.

### **Historical Fiction**

Historical fiction is defined as movies and novels in which a story is made up but is set in the past and borrows true characteristics of the time period in which it is set<sup>1</sup>. In other words, it is fiction (make believe) that is set, uses, compares, or takes place in history. Some well-known examples of historical fiction include: *Gone With the Wind*, *To Kill a Mockingbird*, *The Three Musketeers*, and *The Hunchback of Notre Dame*. By the assignment due-date you will write a short piece of historical fiction (fully cited in MLA, APA, or Chicago style) based off a list I provide at the start of the class. **The minimum requirements for the essay include: 6+ pages minimum, full citation of academic sources, proof-read and largely free of grammatical errors. You will be graded on the quality and originality of the work.** While many students may wish to work individually, this can also be a group project. If up to four students wish to do a group project they will jointly give an in-class presentation. Individual scores will be given based on the quality of the work and the amount of work done by the individual to the project. If you wish to do a group project, please see the instructor. The Historical Fiction is due on February 20<sup>th</sup>.

<b>Student Assessment(s)</b>	Reading Quizzes	20%
	Midterm Exam	20%
	Final Exam	20%
	Historical Fiction	20%
	Monograph Essay	20%
	Debate	20%

**The lowest grade out of these six categories will be dropped. Therefore, to calculate your class average simply average out the five highest grades.**

**\*\*\*Please note that Canvas gradebook is not an accurate reflection of your Final Average. The gradebook simply lists your grades for the semester. You may need to manually calculate your grades for your Final Average. If, at any time, you need help with this please speak to me.**

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<sup>1</sup> "historical-fiction." YourDictionary, n.d. Web. 05 July 2018. <<http://www.yourdictionary.com/historical-fiction>>

## Instructor's Requirements

### 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 class activities, discussions, and lectures
- 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

### To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the monograph
- 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

**HCC Grading Scale:** The HCC grading scale is:

A = 100 – 90	4 points per semester hour
B = 89 – 80	3 points per semester hour
C = 79 – 70	2 points per semester hour
D = 69 – 60	1 point per semester hour
59 and below = F	0 points per semester hour
FX (Failure due to non-attendance)	0 points per semester hour
IP (In Progress)	0 points per semester hour
W (Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must reenroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP", "W", "AUD", "COM" and "I" do not affect GPA.

### **Incompletes**

The grade of "I" (Incomplete) is conditional. A student receiving an "I" must arrange with the instructor to complete the course work within six months of the end of the incomplete term. After the deadline, the "I" becomes an "F." Upon completion of the coursework, the grade will be entered as I/grade on the student transcript. All "I"s must be changed to grades prior to graduation.

**Instructor Grading Criteria**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Reading Quizzes	20%
Create Your Own Exams	20%
Historical Fiction	20%
Monograph Essay	20%
Argumentative Essay	20%

**Academic Dishonesty**

Per HCC policy, 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 instructional deans against a student accused of scholastic dishonesty. "Scholastic Dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Plagiarism, as well as other forms of scholastic dishonesty, will not be condoned in any assignment, exam, quiz, or other submitted work. Anyone committing this offense for the first time will be given a grade of zero on their assignment. In addition, that student may be reported to the Dean of Student Services through the Maxient System. A second offense will result in automatic failure of the course. All papers turned into the instructor must be original work, written entirely by the student in their own words. Bear in mind that copying as little as one sentence constitutes plagiarism, and will not be tolerated.

**Instructional Materials**

It is my goal for this class to be inexpensive as possible. To this end, most resources are provided for no cost. The textbook and outside readings are free and open access. The only purchase you will be required to make is the monograph.

**Textbook:** *The American Yawp*. The textbook is a free, online textbook with open resources. To access *The American Yawp* at any time use the following link:

<http://www.americanyawp.com/>

**Canvas:** I will post pertinent readings on Canvas. Make sure to have an active account and check Canvas regularly. Link to the Canvas Login Page:

<https://eagleonline.hccs.edu/login/ldap>

**Monograph:** *Empire of the Summer Moon: Quannah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History*. Gwynee, S.C.. Scribner, Publishing. 2011. ISBN: 1416591052 (ISBN13: 9781416591054)

**HCC Policy Statement:**  
ADA, Academic  
Honesty, Student  
attendance, 3-peater,  
Withdrawal Deadline

Access Student Services Policies on their Web site:  
<http://www.hccs.edu/district/students/student-handbook/>

**HCC Policy Statement:**  
Accommodations  
due to a Qualified  
Disability

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/>

**HCC Policy Statement:**  
Basic Needs

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.

**HCC Policy Statement:**  
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/>

**HCC Policy Statement:**  
Sexual Misconduct

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)

**HCC Online and/or Continuing Education Policies**

Access HCC Online Policies on their Web site:  
*All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook, click on the link below or go to the HCC Online page on the HCC website.*



The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/studentservices/HCC-Online-Student-Handbook.pdf>