



HCC Banner

**Division of Liberal Arts, Humanities, and Education  
History Department**

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

**HIST 1301: United States History I | Southeast EC| #18258**

Fall 2019 | 15 Weeks (9/3/2019 – 12/15/2019)

Fraga Campus, Fraga Rm. 354, MW 2:00pm – 3:20pm

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor:	Michael Ramey	Office Phone:	832-918-0315
Office:	Felix Fraga 104	Office Hours:	MWF 3:30pm– 5:30pm
HCC Email:	michael.ramey@hccs.edu	Office Location:	Felix Fraga Campus

**Instructor's Preferred Method of Contact**

The simplest and preferred way to contact me is by HCC email – [michael.ramey@hccs.edu](mailto:michael.ramey@hccs.edu) or Canvas Inbox. I have also listed my cell phone number as an office number. My office changed over the summer and I will not have my new office phone number until the first week of class. You may contact me on my cell if there is a pressing matter that needs immediate attention. I will respond to emails within 24 hours Monday through Friday. I will try to respond to weekend emails, but it might not be until the following Monday.

**What's Exciting About This Course**

Besides being a necessary credit for most degree plans, HIST 1301 focuses on skills, practices, and cognizance well outside the purview we commonly consider as History. In this class there will be an emphasis on discussion, communication, critical thought (thinking about 'why' instead of 'what'), and perspective. This is not a traditional History class. Our lectures, assignments, and discussions will be collaborative and concept-based. Rarely will the student be required to memorize a date or define a key-term. Instead, you will focus on why your history matters and how your own perspectives change your views on both the past and the present.

**My Personal Welcome**

I want to personally welcome you to your HIST 1301 Fall 2019 class. The semester always feels so long at the start, but it will go by in a flash! During our short time together, I hope we can have some meaningful discussions and interesting presentations. Also, why not have a little fun along the way?

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

Students enrolled in HIST 1301 must have passed ENGL 1301 (Composition I) or co-enrolled in ENGL 1301 as a co-requisite. (Exception: Dual credit students only need to be placed into college level reading and writing.)

### **Eagle Online Canvas Learning Management System**

This section of HIST 1301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>). All readings, assignments, essay submissions, and announcements will be made in/via Canvas. Please let me know if you need any help accessing your account.

### **Eagle Online Canvas Gradebook Notice**

The gradebook tool in Canvas may not accurately reflect your current or final course grade. Consult your syllabus and your assignment grades to calculate your course grade and speak with the professor if you have questions.

### **Instructional Materials**

I try to keep the cost of this course as low as possible. To this end, I make use of numerous online sources. The only instructional material that needs to be purchased 'out-of-pocket' by you is the monograph.

### **Textbook Information**

*The American Yawp*. Another free, online textbook with open resources. We use this text mostly for its documents. To access *The American Yawp* at any time, use the following link:

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

### **Monograph Information**

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

**\*The monograph (a book about a singular topic) is required reading. You may purchase this at the campus bookstore, online through vendors such as Amazon or Barnes & Nobles, or check it out from a library.**

I will provide all additional readings.

### **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 Resource 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 at <http://library.hccs.edu>

### **Supplemental Instruction**

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study 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 <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>

### **Course Overview**

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.

### **Core Curriculum Objectives (CCOs)**

HIST 1301 satisfies an American History requirement in the HCCS core curriculum. History courses

- 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.
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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### **Program Student Learning Outcomes (PSLOs)**

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

## **Course Student Learning Outcomes (CSLOs)**

Upon successful completion of this course, students will:

1. Create an argument using 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.

## **Student Success**

Expect to spend some time studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Regularly checking in online
- Completing assignments
- 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 using the course objectives as your guide.

## **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**

**There will be an introductory video that contains more information for each of these assignments.**

## Assignments:

### 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. Expect a reading quiz every other day.

### 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!** The Debate score cannot be dropped!

### Create Your Own Exams

At the end of each unit the student will create their own exam consisting of five to seven multiple choice questions with answers. **The grade for this exam is determined by the quality of the questions and answers. All exam questions must be critically appraised and not focus on simple content.**

### 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.**

## **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). **The minimum requirements for the essay include: 6+ pages minimum, full citation of 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.

## **Grading Formula**

There are 6 Major Grades in the class and each has equal weight in your Final Average:

- 1. Quiz Average** – the average of **all** reading quizzes throughout the semester
- 2. Historical Fiction**
- 3. Midterm**
- 4. Monograph Analysis**
- 5. Debate**
- 6. Final Exam**

Each assignment has equal weight. However, the lowest grade of the six (except the Debate) is dropped from the calculation. To calculate your Final Average, simply average your five highest scores. For example:

	<u>Your Score</u>
1. Quiz Average	100
2. Historical Fiction	85
3. Monograph	90
4. Midterm	80 – would be dropped since it is the lowest besides Debate
5. Final	90
6. Debate	70 – Cannot be dropped

- Your Grades:  $100+85+90+90+70 = 435$
  - Divide  $435 / 5 = 87$
- Final Average 87 or a B**

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

## HIST 1301 – US HISTORY to 1877

Calendar / Fall 2019 / Tentative

<b>Order of Class</b>	<b>AGENDA / ASSIGNMENTS</b> Assignments are due by dates indicated unless prior approval has been obtained.
<b>0</b>	Intro: Introduction, Expectations, Review all Course Resources
<b>1</b>	<b>Unit 1: Pre-Colombian Societies/European Discovery/Colonial England</b>  Reading Quizzes Historical Fiction due on October 2 <sup>nd</sup>
<b>2</b>	<b>Unit 2: Revolution/New Republic/Democracy</b>  Reading Quizzes Midterm Essay is due on October 21 <sup>st</sup>
<b>3</b>	<b>Unit 3: Politics/Jackson/Westward Expansion</b>  Reading Quizzes Monograph Analysis due on November 20 <sup>th</sup>
<b>4</b>	<b>Unit 4: Cotton/Crises/Civil War/Reconstruction</b>  Final Exam due on December 4 <sup>th</sup> Debate due on Dec. 9 <sup>th</sup> OR 11 <sup>th</sup>

- Please see the HCC Academic Calendar for withdrawal dates at: <https://www.hccs.edu/student-experience/events-calendar/>

### **Syllabus Modifications**

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

### **Instructor's Practices and Procedures**

#### **Missed Assignments**

I have very little tolerance for late assignments. Typically speaking, I do not give extensions on assignments nor do I accept late work for a penalty. Still, I understand that you have a busy schedule and, sometimes, life gets in the way. If you are having difficulty in the class and keeping up with the coursework, please contact me ASAP. I am far more lenient when I know there is a problem ahead of time. If you contact me after an

assignment is due, you will most likely not get an extension or you will be granted an extension with a large point deduction.

### **Academic Dishonesty, Plagiarism, Cheating**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited by HCCS policy. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source. Plagiarism amounts to the theft of another person's work and its appropriation as one's own. Students are also prohibited from self-plagiarism or turning in work for one class in another class. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes but is not limited to: copying from another student's test paper, using materials not authorized by the instructor during an exam; collaborating with another student during an exam; knowingly using, buying, selling, etc. whole or part of an un-administered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Students caught violating standards of academic honesty will be given an F for the assignment and may be given an F for the course.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

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

### **Attendance Procedures**

The instructor recognizes that virtually no learning takes place when students do not attend class (online or not) regularly, nor when they do not keep up with reading and related course assignments. If you are not interested in attending class regularly or completing assignments, both of which are strong indicators that you are not committed to your own education or to learning more generally, then this class will be incredibly difficult on you. That said, I will not drop any student for lack of attendance, for poor grades, whatever. Online classes have no attendance per se, but regularly using the discussion boards and collaborating with colleagues is expected!

*If you stop attending classes after the "Last day to withdraw":*

- Academic consequence – grade of **"FX"** (same impact on your GPA as an "F")
  - Financial consequence – required to repay all or a portion of your financial aid
- \*\*Future financial aid eligibility may be affected no matter when you withdraw.

### **Student Conduct**

Be an adult.

Treat your fellow students as you would wish to be treated.

We have an open, free-speech classroom. Student views may vary.

Be respectful.

### **Electronic Devices**

If you are not using it for a class-related activity, put it away.

### **HCC Policies**



Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Student Life at HCC
Incomplete Grades	Electronic Devices
Academic Support	Student Rights and Responsibilities
International Student Services	Equal Educational Opportunity
Attendance, Repeating Courses, and Withdrawal	Student Services
Health Awareness	Financial Aid TV (FATV)
Career Planning and Job Search	Testing
Libraries/Bookstore	General Student Complaints
Childcare	Transfer Planning
Police Services & Campus Safety	Grade of FX
disAbility Support Services	Veteran Services

### **EGLS3**

The EGLS3 (Evaluation for Greater Learning Student Survey System) 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. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

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

### **Campus Carry Link**

Here's the link to the HCC information about Campus Carry:

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

### **HCC Email 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, please notify the professor if you are comfortable in doing so.

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

### **Office of Institutional Equity**

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

## **disAbility Services**

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/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)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

## **History Department Chair Contact Information**

Department Chair Gisela Ables, PhD  
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