

**Houston Community College**  
**Northeast College, Pinemont Campus**  
**History 1301- 015 (57551)**  
**Monday & Wednesday 5:30pm – 6:50pm**  
**Spring 2018 – 16 Week**

**Professor**

Michael Ramey

**Office Hours**

TBD – changing offices

**Email**

[michael.ramey@hccs.edu](mailto:michael.ramey@hccs.edu)

**Phone Number**

713-718-8405 \* Will announce when it changes

832-918-0315 (emergency)

**Required Reading**

- ***OpenStax United States History***. OpenStax is a free online textbook resource. It does require an initial internet connection, but the files may be downloaded to a .pdf to browse at your convenience offline.

<https://openstax.org/details/books/us-history>

- **Pearson eReader. *American Perspectives Vol. I***. Available at the Bookstore or online. To purchase online I have instructions on Learning Web:  
<https://learning.hccs.edu/faculty/michael.ramey/accessing-your-etext>. Be sure to purchase volume I for HIST 1301.

- **One monograph** to be chosen by the student from this list:

1. *George Washington's Secret Six: The Spy Ring that Saved the American Revolution*. Kilmeade, Ryan. Penguin Publishing.

2. *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.

3. *Almost Free: A Story about Family and Race in Antebellum Virginia*. Wolf, Eva Sheppard. Sarah Mills Hodge Fund, Pub.

4. *Blood Meridian or the Evening of Redness in the West*. McCarthy, Cormac. Random House, 1985. – I urge caution when choosing this book. It may be the most difficult for the assignment and the subject matter is overtly violent and graphic.

- Weblinks provided on **Learning Web**.

## Course Objectives

History 1301 surveys American History from the start of the historical record to the end of Reconstruction. This class examines the political, social, economic, and cultural trends of the United States inside a larger global context. Students will rely on and enhance their critical thinking and analytical skills, be able to relate past and present events, and further develop their writing abilities.

### PROGRAM LEARNING OUTCOMES

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

### STUDENT LEARNING OUTCOMES

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

**Note:** In accordance with HCC guidelines a student must have passed ENGL 1301 (Composition I) or be co-enrolled in ENGL 1301 to attend HIST 1301 or HIST 1302.

## Course Structure

1. Classes will be held Monday and Wednesday from 5:30pm until 6:50pm.
2. **Attendance:** While attendance is not mandatory, regular attendance will be taken. Arrive on time and stay until the class is finished. **Please Note:** There will be periodic discussions held concerning the readings. There is a grade associated with this discussion. Therefore, if you are absent on these days you will not receive credit.
3. **Learning Web:** All weblinks and supplements will be handled via Learning Web.

**4. Reading Assignments:** There will be periodic reading assignments. Usually, these will be due on Mondays. Most the readings will come from the Pearson eReader and the OpenStax textbook. There will be an in-class quiz over the readings on their due date.

**5. Research Paper:** Each student will be required to turn in one 5+ page paper (double spaced, 12point font, with citations) over a particular subject. The subject for the Spring 2018 semester is “Conspiracy Theories.” The deadline for this paper will be **Wednesday February 21<sup>st</sup>**. 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 before **February 7<sup>th</sup>**.

**6. Monograph Essay:** The monograph essay is a book analysis of one of the four monographs 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 the day of the Final Exam.**

**7. Argumentative Essay:** The goal of the Argumentative Essay is to examine a number of primary sources and make a well-reasoned argument based on those sources. The subject for Spring 2018 is Westward Expansion/Manifest Destiny and how it affected US citizens, Native Americans, Hispanic communities, Chinese laborers, and slavery. In order to do well on the essay, make sure to take lecture notes on these topics and you can reference the textbook. Once you have an overview of the general ideas and concerns regarding Westward Expansion and Manifest Destiny, examine the corresponding primary sources I have placed in the Essay sub-module of Learning Web. Use those sources to argue your perspective of US policy and the impacts of migration. **The Argumentative Essay is due on Wednesday, April 11<sup>th</sup>.**

**8. Exams Materials:** Please bring a bluebook and a pen to the scheduled exam.

### **Grading**

1. There will be a total of two exam scores: Exam I & Exam II. These are each worth 20% of your grade.
2. Your quiz score, coming from the assigned readings, make up another 20% of your final grade.
3. The research paper makes up another 20%.

4. There will also be two essays due in the class: Essay I and the Monograph Essay. These are each worth 20% of your grade.
5. The mathematically inclined will notice that equals 120%. At the end of the semester, the lowest score will be removed and the five highest will constitute the final average.

#### Grade Breakdown:

A= 100-90

B= 89-80

C= 79-70

D= 69-60 F=

59-0

#### **Administrative Notes**

**1. Scholastic Dishonesty:** Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. These offenses are serious and are not taken lightly by the instructor or HCC. **Punishment for scholastic dishonesty will be failure of the course, and that student's name will be forwarded to the administration office with a recommendation for dismissal from HCC.** Please refer to the Student Handbook for additional information.

#### **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.

#### **2. 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/>

#### **3. Title IX of the Education Amendments of 1972, 20 U.S.C. A§ 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](http://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.

#### **4. 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/>

#### **5. 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.

#### **6. 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](http://www.hccs.edu/egls3) for directions.

### **Miscellaneous**

1. Houston Community College (HCC) is an open-admission, public institution of higher education offering academic preparation, and lifelong learning opportunities that prepare individuals in our diverse communities for life and work in an increasingly international and technical 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, Speaking, Listening, Critical Thinking, and Computer Literacy.
2. **Notice:** Students who repeat a course for a third time or more now will face significant tuition and fee increases at HCC and other Texas public colleges and universities. At

HCC, the tuition increases for “three eaters” amounts to \$150 for each 3-hour course and \$200 for each 4-hour course (\$50 per credit hour). Please ask your professor or counselor about opportunities for tutoring or other assistance before withdrawing from a course or if you are not receiving a passing grade.

3. **Notice: New Houston Community College Course Withdrawal Policy:** The Texas State Legislature recently passed legislation that imposes new penalties on students who drop courses excessively (see above). In 2007, the legislature passed a law limiting new students (those starting college in the Fall 2007) to no more than a total of six (6) course withdrawals throughout their academic career in obtaining a baccalaureate degree. Future penalties will be imposed on students who exceed this number. To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor will “alert” you and HCC Student Services of the chance that a student might fail a class because of excessive absences and/or poor academic performance. Please visit with your professor, an HCC counselor, or HCC Online Student Services to learn about what, if any, HCC interventions might be offered to assist you-tutoring, child care, financial aid, job placement, etc.-- to stay in class and improve your academic performance.

Effective immediately, students must visit with a faculty advisor, a counselor, or Online Student Services in order to obtain a signature prior to withdrawing from a course and this must be done before the official withdrawal date. Individual HCC faculty members are no longer permitted to assign students a “W” once the official withdrawal date has passed. **Please Note:** This rule does not only apply to this course, but all course offered at HCC, including all campus-bound courses, Hybrid, and Distance Education courses.