



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

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

**HIST 1302: United States History II | Flex Campus| #13858**

Fall 2020 | 16 Weeks (8/24/2020 – 12/11/2020) Regular Term

Flex Campus Monday & Wednesday, 10:30am – 11:50am

First 6 Weeks online instruction only

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor:	Michael Ramey	Office Phone:	832-918-0315
Office:	At home	Office Hours:	9am-5pm M-F
HCC Email:	michael.ramey@hccs.edu	Office Location:	Home

**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. Due to HCC's response to the COVID-19 outbreak I am not keeping on-campus office hours. Instead I am available via email, cell phone, and/or Zoom teleconferencing. 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 1302 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 1302 Fall 2020 class. The semester always feels so long at the start, but it will go by in a flash! Add in the uncertainty and changes of the COVID pandemic and we are surely going to have an interesting time. During our short semester together, I hope we can have some meaningful discussions and interesting presentations. Also, why not have a little fun along the way?

## **Fall 2020 Flex Campus Modality**

This semester, there are three modalities for history courses: Online Anytime, Online on a Schedule, and Flex Campus. Online Anytime classes are traditional online courses; coursework is online, and there are no meetings at specific times. Online on a Schedule classes are online courses with traditional meeting components; coursework is online, and there are specific times to log in for scheduled class meetings. Flex Campus are in-person classes; coursework is online, and students have the choice to come to campus or to participate online during scheduled class meetings.

**This section of HIST 1302 is Flex Campus and meets on Monday and Wednesday from 10:30am to 11:50am.**

### **Flex Campus**

Students enroll in classes and have the choice to attend either online or in person at the scheduled dates and times. We are working on a system to ensure all students have the opportunity to participate in person at times if they want. When a student isn't attending in person, they are required to participate at the scheduled time online. Look for the code FC when reviewing the updated schedule.

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

This section of HIST 1302 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>). All readings, assignments, essay submissions, and announcements will be made in/via Canvas. This is an online class. Virtually all work will be with or through Canvas. Please let me know if you need any help accessing your account.

### **HCC Online Information and Policies**

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

If the above link does not work, please check your HCC email.

### **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*. This is a free, online textbook created through the collaborative efforts of historians around the world. Its content and utility equals paid history texts, but *The American Yawp* has the added benefit of being 100% free to use online. You may, if you wish, purchase a written copy of the textbook through the website.

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

## Monograph Information

*Isaac's Storm: A Man, a Time, and the Deadliest Hurricane in History*. Larson, Erik. Random House. 1999. ISBN13: 9780375708275

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

## 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

HIST 1302 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change,

economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

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

HIST 1302 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.

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

1. Explain the features of the Gilded Age and the issues on society, culture, and politics
2. Summarize Industrialism and Urbanization
3. Analyze the New South and Jim Crow
4. Explain Populism and Progressivism
5. Identify the causes and effects of WWI and the US
6. Discuss America between the wars
7. Identify the causes of WW2 and the Cold War
8. Discuss Post-war America at home
9. Discuss Post-modern America

### **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:**

#### **Content Quizzes Total – 200 points total**

Every two weeks, during class time you will take a short quiz covering textbook, primary source, and lecture material. These quizzes are mainly multiple choice and should take no longer than twenty minutes to complete. It is important to note that these quizzes are **only available during class time**. You must be logged into Canvas and ready to attempt the quizzes on the assigned days. The total points from all quizzes is 200 and it is calculated by doubling your average on all quizzes.

#### **Fall 2020 Tentative Quiz Dates:**

September 9  
 September 23  
 October 7  
 October 21  
 November 4  
 November 18  
 December 7 (Monday)

### **Historical Fiction – 200 points total**

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 **your own** 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 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 just write a paper, this assignment may also be completed as a presentation. If you choose to do a presentation you may pick the medium (e.g. video, animation, etc.). Please discuss your presentation with me before you begin so I can make sure we are on the same page, so to speak. The Historical Fiction is worth 200 points and is tentatively due on Wednesday, September 30<sup>th</sup>.

### **Debate – 200 points total**

On the assignment due date students in the class will participate in a classic debate covering several different historic arguments. Due to the uncertainty of the Flex Campus model and the COVID pandemic I cannot give the full particulars of the assignment. Students performed their debates in-class in past semesters. However, with the new Flex Campus modality I am going to hold off on finalizing the instructions and rubric for now. I plan to have the full instructions up by the time our face-to-face sessions are slotted to begin (October 5<sup>th</sup>). The tentative due date for the Debate is Wednesday, November 4<sup>th</sup>.

### **Final Essay – 200 points total**

At the end of the semester you will turn in final essay that serves as your Final Exam. There will be multiple prompts to choose for your Essay. Choose the prompt(s) you may best answer. Your essay is graded on the quality of work, the content used to answer the questions, the clarity and provability of your argument, and, to some extent, the writing. The essay is worth 200 points and is due on the final day of class: Friday, December 11<sup>th</sup>.

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

### **Monograph Analysis – 200 points total**

By the assignment due date, you will have read the monograph, *Isaac's Storm*, taken the associated reading quizzes, and submitted an analysis of the book. The quizzes covering *Isaac's Storm* count as 50 points to the total grade. The written analysis counts for 150 points. The analysis is not a summary; instead it is a comprehensive overview of the book's argument and effectiveness. I will provide the question prompts you need to answer in the analysis. The quizzes and paper are due on the last day of class (December 11<sup>th</sup>) and are worth 200 points.

### **Grading Formula**

There are 5 Major Grades in the class and each has equal weight in your Final Average:

- 1. Quiz Total** – the average of all content quizzes, doubled
- 2. Historical Fiction**
- 3. Debate**
- 4. Final Essay**
- 5. Monograph Analysis**

Each assignment is worth 200 points for a grand total of 1000 points. To calculate your Final Average, simply divided your points earned by the total points available. For example:

	<u>Your Score</u>
1. Quiz Total	190 / 200
2. Historical Fiction	175 / 200
3. Debate	195 / 200
4. Final Essay	190 / 200
5. Monograph Analysis	180 / 200

- Your Total            930 / 1,000
- Divide                930 / 1,000 = 93.0
- Final Average      93.0 or an A**

### **Grade Scale**

89 – 100	= A
79 – 88.9	= B
69 – 78.9	= C
59 – 68.9	= D
0 – 58.9	= F

**HIST 1301 – US HISTORY to 1877**

5 Week Calendar / Summer 2020 / Tentative Calendar

Order of Class	AGENDA / ASSIGNMENTS Assignments are due by dates indicated unless prior approval has been obtained.
0	Intro: Introduction, Expectations, Review all Course Resources
1	<b>Unit 1: Industrialization/Gilded Age/ US West/Progressivism</b> <i>American Yawp</i> Chapters 16 - 20 <i>Historical Fiction</i> due September 30 <i>Content quizzes</i>
2	<b>Unit 2: WWI/1920s/Great Depression and New Deal/WWII</b> <i>American Yawp</i> Chapters 21 - 24 <i>Content Quizzes</i>
3	<b>Unit 3: Cold War/1950s and 60s Culture/Civil Rights</b> <i>American Yawp</i> Chapters 25 - 28 <i>Debate</i> <i>Content Quizzes</i>
4	<b>Unit 4: 1980s/Current Events</b> <i>American Yawp</i> Chapters 29 – 30 <i>Monograph Analysis</i> <i>Final Essay</i>

- 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.** HCC may drop you for excessive absences, but I will not. *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**

There is an online component to this class, so it is very important to have the technical capability to complete the course. At minimum you will need a device that connects to the internet, a word processor, and a way to play online videos. It is advisable (but not necessary) to have a webcam and microphone. If you do not have access to these devices, HCC has options to help. Please contact me as soon as possible so I can put you in touch with those that can help.

## **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**

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