



**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 | Lecture | #11994**

Spring 2021 | 16 Weeks (01.20.2021-05.16.2021)

MW 10:30 a.m. -11:50 a.m.

3 Credit Hours

**Instructor Contact Information**

Instructor: Oscar O’Gilvie

Northline Campus (Flex Campus), to be decided after the Spring Break

HCC Email: [oscar.ogilvie@hccs.edu](mailto:oscar.ogilvie@hccs.edu)

**Instructor’s Preferred Method of Contact**

[oscar.ogilvie@hccs.edu](mailto:oscar.ogilvie@hccs.edu). I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

**What’s Exciting About This Course**

This will be a year unlike no other. It will set the precedent for years to come and will measure the progress of both teaching and learning as we transition from that which was traditional to the ‘Pandemic Period’. We will begin with our focus on the history of the United States before 1877, and we will compare the problems faced by early Americans to the problems faced by Americans today. What is interesting is how they arrived at solutions to their problems and how these solutions shaped the policies and attitudes of today.

**My Personal Welcome**

I personally welcome each student to the class, and it is an honor and privilege for this opportunity to teach you and guide you through a time of past events.

**Eagle Online Canvas Learning Management System**

This section of HIST 1301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. All grades will be posted through Canvas and each student will always be able to view their grades through Canvas grade book.

## **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/>

## **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**

Additional Reader: American Perspective: All students will be required to complete extra reading assignments from the e-reader, 'American Perspectives'

- 1.The African American Experience, due Wed., Feb. 10, 2021
- 2.Anne Hutchinson versus Massachusetts due Wed., Mar. 10, 2021
- 3.Implementing the Proslavery Constitution, due Wed., Apr. 14, 2021

### **Textbook Information**

'The Unfinished Nation' by Alan Brinkley, 8<sup>th</sup> edition, Publisher, McGraw Hill, ISBN 978-0-07351333-4

## **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 1301 is 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 is a survey course of the basic principles underlying human behavior.

### **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.

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

Upon successful completion of this course, students will be able to:

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.

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

Upon successful completion of this course, students will be able to:

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

## **Student Success**

Expect to spend at least twice as many hours per week outside of class as you do in class 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
- Attending class in person and/or 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
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

## **Assignments, Exams, and Activities**

### **Assignments**

Each student is responsible for taking all test, quizzes, and completing all writing assignments. Each exam will be followed by writing assignments that will cover an assigned selection from the reader, 'American Perspective' and/or an essay covering the chapters that were given on the test. All test will be given through Canvas and will be timed. The test will be posted and closed at a certain time.

### **Grading Formula**

<u>Text grades</u>	<u>Writing Assignments</u>	<u>Additional Reading</u>
100	86	100
83	78	100
<u>91 +</u>	<u>90 +</u>	<u>88</u>
274	254	288 =816 divided by 9
=90.66 g.p.a.		

### **Course Calendar**

Week 1

Jan. 20

SLO: Discuss the Age of Discovery

Objective: Identify Characteristics of a Civilization

Week 2  
Jan. 25-27

SLO: Explain Colonization and the Origin of Slavery  
Objective: TLW identify characteristics of the English 13 Colonies  
TLW trace the events that led to slavery in North America

Week 3  
Feb 1-3

Summarize and review distinguishing factors of the 13 colonies  
Observe the geographical and religious factors that led to Slavery within the colonies  
(Chapters 3-5)

Week 4  
Feb. 8-10

Exam I Summary I (1<sup>st</sup> writing assignment to be submitted)  
"The African American Experience"  
Students will submit 1<sup>st</sup> writing assignment from 'American Perspectives'

February 15, 2021 – President's Day

Week 5  
Feb. 17

SLO: Trace the events leading to the American Revolution  
Chapters 4, 5, 6

Week 6  
Feb. 22-24

Objective: TLW explain the Age of Enlightenment and its relevance to the American Revolution  
1. Thomas Hobbes  
2. John Locke  
3. Baron de Montesquieu  
4. Jean Jacques Rousseau

Week 7  
Mar. 1-3

Same as Week 6

Week 8  
Mar. 8-10

Exam II Summary II (2<sup>nd</sup>. writing assignment to be submitted, flexible, if class has returned to the building).

March 15, 2021 – Spring Break

Week 9  
Mar 22-24

SLO: Analyze the formation of the Republic  
Objective: TLW analyze the strengths and weakness of the Articles of Confederation.  
TLW create an argument for or against a strong Central Government  
Chaps. 5, 6, 7

Week 10  
Mar. 29-31

The New Constitution and the Republic  
Objective: TLW discuss federalism, the Bill of Rights, etc. and show how they relate to our form of government.

April 2, 2021 – Holiday

Week 11  
Apr. 5-7

SLO: Explain Nationalism and Sectionalism ( the nation divides) – and events leading to the Civil War

Week 12  
Apr. 12-14

Exam II and Summary III (3<sup>rd</sup>. writing assignment to be submitted)  
'Implementing the Proslavery Constitution from the 'American Perspectives'  
(Due Wednesday, April 14, 2021)

Week 13  
Apr. 19-21

Objective: TLW trace the events leading to the Civil War  
SLO: Summarize the effects of Expansion and Innovation.  
Chaps. 8-11 (Students will identify the major events leading to the Civil War.

Week 14  
Apr. 26-28

Prepare writing assignments to be submitted.  
'Dred Scott Decision and 'Uncle Tom's Cabin'

Week 15  
May 3-5

Objective: TLW conclude the events leading to the Civil War. Review for final exam

Week 16  
May 10-12

Final exam – Wed. May 12, 2021 – 10:00 a.m.

### **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**

No assignments are to be turned in late and all assignments will be submitted through Canvas. Final exams are to be taken at the scheduled time. If you are not able to take the final exam on the given date, notify the instructor ahead of time.

#### **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 prohibiting 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**

Attendance is mandatory, as well as necessary. Students can be withdrawn or risk the possibility of failure after missing 6hrs of class or 4 class meetings.

*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**

All students will conduct themselves with respect and courtesy while attending the campus of HCC and especially in the classroom. "Do unto others" this also includes the proper control and management of cell phones, laptops, recording devices and the appropriate use of the Internet.

### **Electronic Devices**

Electronic devices are used to communicate, but they can also be used to cheat on a test, and quizzes, therefore they should be turned off during an examination. Any student who wishes to record the lecture or classroom activity must have permission from the instructor.

### **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  
Incomplete Grades  
Academic Support  
International Student Services  
Attendance, Repeating Courses, and  
Withdrawal  
Health Awareness

Career Planning and Job Search  
Libraries/Bookstore  
Childcare  
Police Services & Campus Safety  
disAbility Support Services  
Student Life at HCC  
Electronic Devices

Student Rights and Responsibilities  
Equal Educational Opportunity  
Student Services  
Financial Aid TV (FATV)  
Testing

General Student Complaints  
Transfer Planning  
Grade of FX  
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  
[gisela.ables@hccs.edu](mailto:gisela.ables@hccs.edu)  
(713) 718-5779

Subject: Remember: Classes will be online for first 6 weeks of the Spring Semester.

Dear HCC Eagle,

I am excited for the start of our US History class. As a reminder, all classes – including our World History class – will meet remotely for the first six weeks of the Spring semester. This is out of an abundance of caution as we continue to monitor the COVID-19 situation in the Houston area.

This means **we will use [Eagle Online](#) to meet for these first six weeks** as we get started with our US History class. You will need to login to Eagle Online at the scheduled dates and times for our class. For technical support on accessing Eagle Online, [click here](#).

The plan is to begin in-person instruction for our class starting the week of March 22, 2021. As we get closer to that date, HCC will share more information about how this will work for World History/US History.

If you haven't done so already, please review the [Spring 2021 Student Toolkit](#) that includes helpful information about Eagle Online, technology and Wi-Fi support, and other resources that will help to make sure we have a successful start to the Fall semester.

If you have any questions, please do not hesitate to reach out to me. Remember, I will see you online via our Eagle Online system starting next week!

Oscar O'Gilvie