



HOUSTON COMMUNITY COLLEGE

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 | #21436

Fall Semester 2021 | August 30 – December 12, 2021

Online; TuTh 10:00-11:20 AM

Energized STEM Academy

Dual Credit | 48 hours per semester

Instructor Contact Information

Instructor: Roy Quick

Part-time faculty member

HCC Email: roy.quick@hccs.edu

Instructor's Preferred Method of Contact

I may be contacted at the HCC email address above. I am part-time. I do not have a campus office. Please use your @student.hccs.edu address when you email me.

What's Exciting About This Course

I focus on the truth, the reality, of what has happened and accurate description, keeping in mind that the words which people use to describe things and their angles of view may vary.

In order "to get the big picture," I use PowerPoint presentations which include photos, pictures, satellite maps, and sounds of the time studied. The PowerPoint presentations are not long displays of text, and they are not "canned," that is commercially produced. I have put the PowerPoint presentations together over the course of twenty years. Hopefully it will make it easier for you to understand what has happened and to remember what you want to remember to be important. If you are not used to taking notes, I indicate in the presentations where notes so that you are not left guessing.

STEM students may find my course particularly interesting, because I incorporate in the course as much scientific and technological history as time permits.

I will make every effort to prevent the subordination of the course to political party, ethnic, religious, or gender prejudices, and, at the same time, will encourage and protect formation and expression of personal opinion. Students online as well as in the classroom are a captive audience, and everyone, students and instructor, as well, should be respectful of why each has signed up for the course.

Feel free to ask questions when you feel you have need to. I want you to ask questions. Humankind has progressed because people sought answers. How are you to understand, if you do not ask a question about what you do not understand? It is important that you understand according to your way of thinking. Questioning increases the likelihood of your remembering and benefiting from it.

By the end of the course, I do not want to leave you in a position where later you find out that I did not provide for you something that I should have, for example when taking entrance tests or simply when conversing about historical events, situations where you will be expected to use, apply, what you have learned.

Eagle Online Canvas Learning Management System

The Eagle Online Canvas Learning Management System (<https://eagleonline.hccs.edu>) will be used in this course for departmentally mandated notifications and activities, to which I will alert you should the need arise. Grades will be posted in the Canvas Gradebook.

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 this syllabus and keep track of the worksheet, test, and essay grades to calculate your course grade and let me know. It may be reassuring to you that I record your grades also on an Excel spreadsheet.

Instructional Materials

You will be assigned six worksheets over readings found in an online HCC HIST 1301 reader, *American Perspectives, Vol. 1*, which is accessed in First Day (Inclusive Access) Course Material in Canvas and is covered by your tuition.. The worksheets and readings are listed in the **Course Calendar** in this syllabus. The worksheets and use of *American Perspectives* are required by the HCC History Department.

In addition you are expected to read two monographs, books, which is a standard practice for college history classes. To show that you have read them, you will write analytical, descriptive, essays on them, following a guide sheet for each provided by me: (1) *The Autobiography of Benjamin Franklin* and (2) *Narrative of the Life of Frederick Douglass, an American Slave*. They, too, are listed in the **Course Calendar**. You are to only the specifically assigned online editions of the books for your essays, no other editions, no commentaries, no summaries. They are found free of charge online. You do not have to buy them.

Use only the edition of *The Autobiography of Benjamin Franklin* found at these two links:

<https://www.gutenberg.org/files/148/148-h/148-h.htm>

<https://www.gutenberg.org/ebooks/148>

Use only the edition of *Narrative of the Life of Frederick Douglass, an American Slave* found at these two links:

<https://www.gutenberg.org/files/23/23-h/23-h.htm>

<https://www.gutenberg.org/ebooks/23>

Textbook Information

The textbook for the course is Eric Foner, *Give Me Liberty!: An American History*, Seagull 6th ed. (New York: W. W. Norton & Company, 2020). The online version of the textbook may be accessed in Frist Day (Inclusive Access) Course Material in Canvas. It may be purchased from an HCC campus bookstore. Please understand in this course the textbook is a supplement, a back-up, to have on hand to use to further understand historical events. In college courses, the instructors are looked upon sources of authority similar to the way textbooks are regarded in high schools. Most textbooks have been written by college professors, just think of it. There are correlations of the textbook with my PowerPoint presentations in the **Course Calendar** in this syllabus. The instruction in this course will not be a mere repetition of any textbook content, but based on the my PowerPoint presentations, which cover more than may be found in the textbook. You are expected to take notes from the presentations. The tests and final exam will cover notes from the presentations, not the textbook. Please keep in mind that I let you know where to take notes. There are some college classes were students are left on their own when to take notes.

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. The objectives follow:

- 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. 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 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.

Student Success

Expect to spend most of your 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. [In this course, taking and studying notes from instructor's presentations]
- Attending the course online.
- Completing assignments.
- Participating in course 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 the course online.
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me.
- Read and comprehend the textbook. [In this course, take notes off the instructor's presentations.]
- 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
- Take the course final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

In compliance with a History Department requirement that, at least, 50% of your semester grade be based on written work, you will have eight written assignments. Six will be worksheets in which you answer questions. Two are essays on the monographs. In the essays you will be graded on how accurately you have followed questions in a guide that I provide to you beforehand. In the essay you are expected to use your own words as much as possible, avoiding paraphrasing as much as possible, and, above all, avoiding plagiarism by making sure to enclose specific terms, phrases, and sentences taken directly from the reading in quotation marks.

What do I mean by paraphrasing? Paraphrasing is lifting sentences, phrases, fragments out of a source and changing a word or two in them to make them to appear different from the original sentences, e.g. copying directly from an encyclopedia and changing the words in the sentences copied. Paraphrasing often accompanies and slips into plagiarism, which you want to avoid at all cost.

What is plagiarism? It is passing off as your own ideas or writings the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting an essay, report or project that someone else has prepared, in whole or in part. Use of names of people, places, and things and dates from a source do not constitute plagiarism, but phrases, clauses, or sentences not enclosed in quotation marks do. Protect yourself by not forgetting to enclose quoted phrases, clauses, sentences, and sentence fragments in quotation marks. Omission of the quotation marks makes a difference! A zero will be given for written work in which plagiarism is found.

A zero will be given for any written work in which evidence of the use of a source or sources other than the source specifically assigned.

How long should your essays be? Length will vary from individual to individual. Length should be whatever it takes you to convince me that you have covered the points, the questions, provided to you in the guide beforehand. You will be graded on whether you have covered the point, answered the question, in the guide. You know beforehand on what you will be graded. You are not left at the mercy of the subjective judgment of the grader alone.

To make a reading assignment easier for yourself, while you read what has been assigned, have a copy of the worksheet questions or of the essay guide beside you, and look for answers to questions in the worksheets and guide questions as read. The worksheets and essay guide have been designed to follow the sequential order of whatever you are reading. What you write in your essays should follow the same sequential order as the guide questions.

In the essay, try to avoid using abbreviations, contractions, ellipsis, and use of “etc.” or its equivalent. Contractions are words like can’t, won’t, didn’t, it’s, haven’t, he’ll. We use them frequently in our spoken language. What is ellipsis? Three little dots, for example . . ., indicating words have been omitted. Ellipsis and use of “etc.” or its equivalent, except when they are part of a quotation, have been counted as lack of explanation in standardized test essays. You are supposed to be the one doing the explaining.

The worksheets and essay are to be done by you alone, independently. They are not a group project. Now, that you have been informed of that, avoid collusion. What is collusion? Collusion is inappropriately collaborating on assignments designed to be completed independently. Remember you are being graded on how well you do your work, not on how well another person may have done it. Avoid showing whatever you have written to another student who has been working on the same assignment. A zero will be assigned to any written assignment in which there is evidence of collusion. Seeking tutorial help when doing written work is not collusion. Asking someone to check for grammatical errors is not collusion.

Indent beginning lines of paragraphs. Double-space lines in written work when it is typed or keyed in. (The rule does not apply for handwritten work.) Also, if you do not know it, you should double space, i.e. press the space bar twice, between the end of one sentence and the beginning of the next, if you are typing and keying in a paper.

Do not use a font smaller than 10 and larger than 12. Sometimes people will use a larger font to make what is written to appear a longer length. Italicize titles when typing or keying in a work. Underline titles when you are handwriting.

You will be graded solely on content. However, I may comment on frequent errors, e.g. run-ons, sentence fragments, missing conjunctions, and omitted or misplaced commas. I do not want to leave you the impression grammatical errors will not effect the way that you will be viewed by others. You are expected to put correct grammar that you have learned into practice.

Footnotes, endnotes, or parenthetical documentation are not needed, because your written assignments use one source. Endnotes, parenthetical notation, MLA style, is not used in history. History uses what is called the humanities style, i.e. footnotes at the bottom of pages. For anyone who plans to spend some time in college, *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L Turabian is recommended for looking up form, style and grammar in writing college papers. It gives illustrations.

EXAMS

There will be four multiple-choice tests, each fifty questions long, and there will be a final examination, one hundred questions long. Both the tests and final examination, will be only over notes from the PowerPoint presentations and will cover information not found in the textbook. The final examination will be comprehensive, covering notes from the PowerPoint presentations from the beginning of the course to the end of the course. The four tests and the final exam will require the use of Respondus Lockdown Browser and Webcam.

If I find any cheating on a test or the final exam, the test or the final examination of the student or students found to have cheated will be given the score of zero. Cheating includes looking at or copying from another student’s test or final exam, communicating or receiving answers during a test or the final examination, having another person take a test or the final examination, using unauthorized notes, texts, or other materials for a test or the final examination, and obtaining or distributing an unauthorized copy of any part of a test or the final examination.

Grading Formula

Grades on written assignments, tests, and final exam will be based on the following standard: 89.5% to 100% is A, 79.5% to 89.4% is B, 69.5% to 79.4% is C, 59.5% to 69.4% is D, and 0 to 59.4% is F. Houston Community College uses the standard A, B, C, and D grading system in the United States. Some public school systems do not, which may be confusing. An end of the course "Incomplete" will be granted only for extreme circumstances and only by written contract, subject to the approval of the college. A student must have completed at least 85% of a course before requesting an "Incomplete." If any missing work is not completed within dates accepted by the college, the "Incomplete" reverts to by a F.

Your worksheet, essay, test, and final exam grades will be weighted. The average for your worksheets will constitute 25% of your semester grade. The average of your two essays will constitute 25% of your semester grade. The average of your grades on four fifty question multiple-choice tests will constitute 25% of your semester grade. Your final exam grade will constitute 25% of your semester grade.

$$\begin{aligned} &.25 \times \text{Worksheet Average} \\ &.25 \times \text{Essay Grade} \\ &.25 \times \text{Test Average} \\ &+ .25 \times \text{Final Exam Grade} \\ &= \text{Semester Numerical Grade} \end{aligned}$$

Only the class grades for the essays will be curved. They will be curved by adding the difference of 100 and the highest score to each grade. The curving is meant to correct any subjectivism on the grader's when your essays are evaluated. Worksheet grades, test grades, and final exam grade will not be curved.

Everyone in the course will be graded the same way. There will be no dropping of grades. Grades will not be "negotiated." A grade on a written assignment will be based solely on my evaluation, my judgment, not upon what someone wishes it were. Essay grades will be based on how well you have convinced me that you read a monograph, following the guide questions. **Worksheets, essays, tests, and final exam will be evaluated solely on results, not intentions.** Your grades should represent how well you have done in the course, not what you may have wished them to be.

When a final exam is not taken, the semester grade will be F, regardless of whatever grades you may have made in the course beforehand. All students must take the final examination to complete the course. There are no exceptions.

The Lockdown Browser and Respondus Monitor will be used for tests and final exam. A workable webcam will be required.

Course Calendar

WORKSHEET & ESSAY SCHEDULE		
Sept 9	Declaration of Independence Worksheet	<i>American Perspectives Vol. 1, Chapter 4, p. 202</i>
Sept 23	Constitution of the United States Worksheet	<i>American Perspectives Vol. 1, Chapter 5, p. 220</i>
Oct 5	Essay on Benjamin Franklin	<i>gutenberg.org</i>
Oct 12	Bill of Rights Worksheet	<i>American Perspectives Vol. 1, Chapter 5, p. 233</i>
Oct 21	Amendments 11 & 12 Worksheet	<i>American Perspectives Vol. 1, Chapter 6, p. 253</i>
Oct 28	Gettysburg Address Worksheet	<i>American Perspectives Vol. 1, Chapter 13, p. 605</i>
Nov 11	Amendments 13, 14, 15 Worksheet	<i>American Perspectives Vol. 1, Chapter 14, p. 615</i>
Nov 18	Essay on Frederick Douglass	<i>gutenberg.org</i>

TEST AND FINAL EXAM SCHEDULE		
Test 1 TBA	Class after reaching 1763 Treaty of Paris in presentations. Test will cover from Prehistoric America to the 1763 Treaty of Paris.	<i>Give Me Liberty!*</i> Pages 1-174
Test 2 TBA	Class after reaching the Annexation of West Florida. Test will cover from Pontiac's Rebellion to 1810 Annexation of West Florida.	<i>Give Me Liberty!</i> Pages 174-316

Test 3 TBA	Class after reaching the 1849 Gold Rush. Test will cover from the War Hawks to the 1849 Gold Rush.	<i>Give Me Liberty!</i> Pages 316-487
Test 4 TBA	Class after reaching the Compromise of 1877. Test will cover from the Department of the Interior to the Compromise of 1877.	<i>Give Me Liberty!</i> Pages 487-602
Final Exam	Dec 9 10:00 AM The exam will cover from Prehistoric America to the Compromise of 1877.	<i>Give Me Liberty</i> Pages 487-602

*The textbook does not follow a strict chronological sequence of events but the instructor's presentations do.

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 and Tests

Everyone is responsible for taking his or her own notes. Expect to be called on if I notice that you are not taking notes or relying on or bullying other students for their notes. If you missed notes because of an absence for which you have given me a valid explanation, I will permit you online access to the presentation from which the notes need to be taken.

There will not be any special work or retesting to make up for low grades. A zero will be given for not submitting a worksheet or essay when due or not taking a test or the final examination when scheduled without reasonable explanation, e.g. accident, injury, serious illness, or death in the family. If you have a reasonable explanation for not submitting a worksheet or essay when due or for having missed a test, it is your responsibility to let the instructor know.

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 is 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

We will use Cisco Webex in Canvas for the classes. I will count you present when you sign into each class, but not when you sign in and immediately sign out. How long you spend in Canvas is tracked, by the way. In HCC anyone who has not attended class six times may be subject to being dropped from a course by an instructor.

We will spend some time at the beginning of each class going over what needs to be done and answering questions. The remainder of the time you will be expected to sign out of Cisco Webex to view the PowerPoint presentations assigned for that day. They will be found in **Modules** in Canvas. Viewing the PowerPoint presentations that way allows for full screen view, animations in the presentations, and audio, all of which become muted when shown indirectly through Cisco Webex or Kaltura, its alternative. I will remain online in Cisco Webex till 11:20 AM on Tuesdays and Thursdays so that you may sign back into it to speak to me, if you would like. You may have a question or run into a problem. Outside of the 8:00-11:20 AM class time you may email me at roy.quick@hccs.edu or by using the Canvas Inbox. If you would like discuss whatever is being covered with other students, by all means use **Discussions** in Canvas. You will have to allow time, though, for other students to read your entries and to reply to them.

If you miss a test online, you will be rescheduled for the test, if you have provided me with an acceptable reason, a valid excuse, for having missed the test. If you miss a due date, you will be allowed turn in your assignment beyond the due date, if you have provided me with an acceptable reason, a valid excuse, for missing the due date. Without a valid excuse, a missed test or due date will result in a zero for the test or assignment. In this course, no extra make-up work will be given to replace or supplement regular assignments. Everyone in the course is graded the same way for the same work and tests, no exceptions.

When you enroll in the class, you are expected to conform to the college's schedule. However, please let me know if your class time or due dates conflict with holidays or closures in your school district. Of course, I will take them into account. If you cannot attend the course at the hour, minutes, and days normally assigned by the college, do not continue your enrollment in the course, no exceptions. If, for whatever reason, you choose to stop attending class, it is your responsibility to withdraw no later than the last time and date for administrative withdrawal posted by the college.

If you stop attending a course 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.

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. One exception is when the Attendance Office lists another email address for a student. 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 consult a HCC 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 the following link: <http://www.hccs.edu/support-services/disability-services/>

If you have a disability, it is your responsibility to provide the instructor a form from a HCC disability counselor at the beginning of the course. The instructor is not obligated to apply recommendations retroactively.

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

History Department Chair Contact Information

Department Chair Nicholas P. Cox, Ph.D.
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10-13-2021