

**HOUSTION COMMUNITY COLLEGE**  
**Southwest College**  
**Stafford**

Course Title: United States History I

Course Number: 1301

Course Section 76590

Credit Hours: 3

Semester & Year: Fall 2015 (Sept. 21-Dec. 13, 2015)

Instructor: Roy Quick, B.A., Georgia, 1964; M.A.T., Georgia State, 1978.

Class Times: Monday & Wednesday 8:00-10:00 AM

Class Location: STF 3318

Prerequisite: No student should be enrolled in the class who has not had English Composition I (1301). You may be enrolled if you are taking English Composition I (1301) concurrently. English 1302 may not be used as a substitute for English 1301. Students taking the course for dual credit should have had college level and writing.

#### COURSE DESCRIPTION

History 1301 is a survey of American history from Native American cultures to 1877. It will focus on the evolution of the economic, social, cultural, and political institutions which define the development of the modern United States and its people.

#### CORE OBJECTIVES

Critical Thinking Skills--to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Personal Responsibility--to include the ability to connect choices, actions and consequences to ethical decision-making Guidelines.

#### GENERAL LEARNING OUTCOMES

1. You will evaluate historical developments in an essay.
2. You will read primary source documents. In history primary sources are media contemporaneous to the events described.
3. You will analyze historical evidence by writing an analytical essay.
4. You will explain the importance of chronology and how earlier ideas and events shaped later events.

#### SPECIFIC LEARNING OUTCOMES FOR U.S. HISTORY I

1. You should be able to discuss the Age of Exploration.
2. You should be able to explain Colonization.
3. You should be able to identify the causes and effects of the American Revolution.
4. You should be able to explain the origins and impact of Slavery.

5. You should be able to analyze the formation of the Republic.
6. You should be able to summarize the effects of Expansion and Innovation.
7. You should be able to explain Nationalism and Sectionalism.
8. You should be able to discuss the Civil War.
9. You should be able to evaluate the effects of Reconstruction.

#### INSTRUCTOR'S APPROACH

The instructor will focus on the truth, the reality, of what has happened to the people who have inhabited the United States in order that we may build on their accomplishments and avoid their errors.

The instructor will point out information questioned frequently in standardized tests.

Because this is a survey course, the instructor will avoid being sidetracked from full coverage of U.S. History to 1877 while bringing to your attention areas of U.S. history which you may want to study in advanced courses.

The instructor 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 your formation and expression of personal opinion. The classroom is a captive audience, and everyone should be respectful of why everyone has signed up for the course.

The instructor urges everyone to question and rue the day whenever people would not feel free to question. It is important that each and everyone understand according to his or her way of thinking. If not, the likelihood of something being remembered or ever used diminishes.

The instructor uses Power Point presentations which he has put together over the course of eighteen years and constantly updates. They are not intended to be viewed passively but to increase comprehension by sight as well as hearing—"to get the big picture." The instructor has found test scores to increase significantly. Also you are encouraged to ask questions during the presentations, not be just passive or unquestioning. How is what you do not understand to be addressed, if do not let it be known? You are expected to take your own notes in class on the presentations. The instructor will help you in learning when to take notes.

#### TEXTBOOK

If you would like a textbook for a reference, for a backup, or in which to follow along in the course, the text used currently at Southwest College, Stafford, is The American Promise by Roark, Johnson, Cohen, Stage, Hartmann, Fifth Edition. The instructor's presentations will not be out of the textbook, will not be based on the textbook, and will contain information not found in the textbook. Tests and the final examination will be based only on information provided in the instructor's presentations.

#### REQUIRED READING

You will write two papers. One will be on selections from Autobiography of Benjamin Franklin. The One Drive link is to be shared by instructor with students enrolled in the course only and that source is only to be used. The link is <http://1drv.ms/1S1IHZr>. The reading is in PDF, which means you will need something like Adobe Reader or Acrobat Reader to read it. No other source may be used for the paper.

The second paper will be on selections from the [Narrative of the Life of Frederick Douglass: An American Slave](#). The OneDrive link is to be shared by instructor with students enrolled in the course only and that source is only to be used. The link is <http://1drv.ms/1S1Iq8K>. The reading is in PDF. No other source may be used for the paper.

The reading selections are from primary sources.

#### HCC HISTORY DEPARTMENT MANDATORY READING REQUIREMENT

The HCC History Department requires, in addition to your papers on the two primary sources listed above, that you read seven selections found on the website of a publisher of a textbook that has been not in use at the Stafford campus, [American Perspectives: Readings in American History](#). The instructor will provide further information on how to access the selections directly from the publisher's website. The seven selections chosen by the instructor for you to read are (1) The Mayflower Compact (1620), (2) The Declaration of Independence (1776), (3) The United States Constitution (1787), (4) Bill of Rights (1791), (5) The Eleventh and Twelfth Amendments to the United States Constitution (1795 and 1807), (6) The Gettysburg Address, and (7) The Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution. The instructor has no objection to your using other sources containing the same primary documents.

#### EVALUATION

Final letter grades will be assigned after computing individual final averages in percent as follows: 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. An end of the course "Incomplete" will be granted only for extreme circumstances, only by written contract, and is subject to the approval of the college. Please be advised whether an "Incomplete" is allowed is not the instructor's decision alone and that if any missing work is not completed within dates accepted by the college, the "Incomplete" is replaced by a F.

Before the final exam your grade will be the average of grades on four multiple-choice tests over information covered in the presentations by the instructor and the two papers to be done on the required readings. Your semester grade will be the average of the four tests and two papers or the final exam, whichever is higher. However when a final exam is not taken the semester grade will be F, regardless of whatever average you may have had beforehand. You must take the final exam to complete the course. There are no exceptions.

The final exam will be comprehensive, covering notes on the presentations from the beginning of the course to the end of the course. The final exam will not include questions taken from the required readings. Grades on the four multiple-choice tests, on the two papers, and on the final exam will not be curved. Grades will not be "negotiated" either. A grade assigned to a paper will be based solely on the instructor's evaluation, the instructor's judgment, not upon what a student may think it ought to be. The criteria upon which the evaluation of an essay will be based will be found in the directions on what is to be covered and how the essay is to be done. If the instructor observes any cheating on a test, an essay, or the final examination, the test, the essay, or the final examination of the individual or individuals observed cheating will be given the score of zero. The four multiple-choice tests and final exam grades will represent solely the percentage of correct answers. There will not be any special work or retesting to make up for low grades. Everyone will be graded the same way.

The instructor will give a "make-up test" only for a test missed by an absence for which a reasonable explanation has been given.

After each of the four multiple-choice tests has been scored, you will be shown the test and your answers. However, to protect validity and reliability of the four tests and final examination, copying of the tests, the final examination, and test and final examination answer sheets will not be permitted, and the tests, the final examination, and test and final examination answer sheets will be kept by the instructor. In the course taught by this instructor, tests are to be used solely to evaluate how well you are progressing, not as a substitute for

studying your notes. In other words, you will not be memorizing answers to past tests to pass the course. If you miss something, check back with your notes afterward. Any attempt to check notes with the test in front of you will be treated as cheating. No copying of the test and answers sheets will be permitted.

If the instructor observes any cheating on a test, a paper, or the final examination, the test, the paper, or the final examination of the individual or individuals observed cheating will be given the score of zero.

Cheating includes looking at or copying from another student's test, paper, or final exam, communicating or receiving answers during a test or the final exam, having another person take a test or the final exam or do a paper, using unauthorized notes, texts, or other materials for a test, a paper, or the final exam, and obtaining or distributing an unauthorized copy of any part of a test or the final exam.

A zero will be given for not taking a test, not turning in a paper, or not taking the final exam when scheduled without reasonable explanation, for example accident, injury, serious illness, or death in the family.

If you have a reasonable explanation for having missed a test, it is your responsibility to request a make-up test with the instructor on the first day of return from an absence. Failure to make up a test will result in a score of zero for the test.

#### DIRECTIONS ON WRITING A PAPER

It is recommended that while you read one of the selections, that you take notes. Use your notes afterward, keeping events in the order in which they appeared in the selection. Your paper must be in the same sequential order that it appears in the source, no jumping around. Ask yourself after you think that you are done, "Does the paper show that I have read all of the selection, not just part of it?" Although grammar counts, your paper will be graded on how thoroughly you have described the whole selection.

Do not use abbreviations, contractions, and any ellipsis, three little dots (. . .), or "etc." or its equivalent unless they are within a quotation from the book. Any quotation over a sentence in length should be made a block quotation, with block indentation and line spacing. Except for block quotations, direct quotations should be enclosed in quotation marks. Direct quotations not enclosed in quotation marks or blocked will be treated as plagiarism. It is recommended that you use your own words, your own thoughts, as much as possible to avoid any appearance of plagiarism. Plagiarism means passing off as personal 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--copying, in other words.

Avoid showing whatever you have written to another student to avoid collusion. Collusion is inappropriately collaborating on assignments designed to be completed independently.

A zero will be given to any essay in which there is evidence of collusion or plagiarism.

The papers may be typed, printed, or handwritten. If handwritten, use exclusively black or blue ballpoint or ink on 8½" X 11" lined white paper. Distinguish between upper and lower case. If handwritten, in cursive or in print, the writing must be legible. If handwritten, keep one inch right and left margins and leave the last two bottom lines empty. If typed or digitally printed, keep one inch right, left, and bottom margins. Double space lines only in typed or digitally printed essays, not in handwritten papers. Double space also between sentences (from the last period to the beginning of the next sentence)—press the space bar twice. Do not use a font smaller than 10 and larger than 12 in typed or digitally printed essays. Underline titles. Do not italicize titles or put titles in quotation marks.

Be sure every statement in paper is a sentence, which means it contains a subject and predicate. There should be no fragments. Also the use of the comma to separate to independent clauses joined by a coordinate conjunction, to set off nonrestrictive clauses, to set off appositions, and to separate introductory dependent

clauses or prepositional phrases applies. When month, day, and year is given, the comma is used to separate day from year and after year, e.g. The first day of class is August 25, 2015, in the Scarcella Center.

How long should your paper be? Length is expected to vary from individual to individual. Length should be depend on whatever it takes for you to be thorough. Spelling, grammar, and failure to follow verbal or written directions will count. Do not attach any cover page, any title page, any drawing, any photo, any graphic illustration, works cited, or select bibliography to your essay. You need only to write, type, or digitally print your name below the left or right side of the top edge of your first page to identify your paper.

For anyone who may want to use footnotes, in history what is called the humanities style of documentation is followed in regard to footnotes, not what is called MLA style, endnotes, and parenthetical documentation style. In the humanities style footnotes appear at the bottom of the page below a line from the left, called a separator, exactly twenty space bar presses in length and on the next line, not two lines down, from the last line of text on a page. The footnotes are numbered sequentially throughout the paper. It is all right to use a regular size number, e. g. 1, if you cannot use superscript, e. g. <sup>1</sup>. General rules that apply to the writing, punctuation, indentation, and spacing of footnotes at the bottom of a page are expected to be followed. For the purposes of these papers, only footnotes referring to a page number in one of the reading selections should be used. The only case where a footnote should refer to more than one page number is when a sentence in a reference continues from one page to the next. In any case, do not use footnotes for additional comment.

In regard to form, style, and grammar, [A Manual for Writers of Term Papers, Theses, and Dissertations](#) by Kate L. Turabian is recommended.

## ATTENDANCE

It is the student's responsibility to attend class to take notes on the instructor's presentations, in which information not found in the textbook will be presented and for which there will be no substitute for attendance during the time that it will be presented. Just think of it—that is why the instructor is there at that time. Instruction will not be a mere repetition of any textbook content, but based on the instructor's presentations. You will be expected to take your own notes, and, if not, expect to be questioned by the instructor. In no case should a student be observed sitting in class, not taking notes, and relying on notes taken by other students. No one should feel bullied or conned into helping another student who is not pulling his or her own weight in class. In no case should any student with repetitive absences be using the work (and time) of other students in order to receive credit for the course.

The instructor will check the roll at the beginning of each class. If you enter class after the roll has been checked, please, do not interrupt the class and leave the instructor a note in your handwriting that you were present before leaving class. Do not sign for another student.

If you leave the classroom before the end of a class, you will be marked in the attendance record for having left the class early. If you have a legitimate excuse, please leave the instructor a note explaining why you had to leave in order that instructor may mark it excused, not unexcused, for reasons listed on the HCC attendance record. The door will be always open. It is better to be late than never in this class. However, that does not apply to anyone with a repetitive pattern of tardiness or leaving the classroom, especially when distraction is involved.

Expect to be questioned by the instructor for mounting absences, for which the instructor may submit an administrative drop, when there is no reasonable excuse. Expect to be questioned by the instructor for repeatedly entering the room late and for early exits. You will be administratively dropped by the instructor after you miss five classes for which sufficient explanation has not been given for the absences. When you enroll in the class, you are expected to conform to the college's schedule. The instructor does not contract or negotiate exceptions to the college's schedule, including the hours and minutes in which you are expected to attend. 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. Failure to do so will probably result in failure of the course.

If you need to contact the instructor outside of the classroom for any reason that cannot be addressed before, during, or after class, the instructor may be reached most expeditiously at the instructor's campus email address, roy.quick@hccs.edu. Please remember that the instructor is a part-time instructor, adjunct, and does not have a campus office.

## CLASSROOM ETIQUETTE

To promote a serious learning environment please do not bring food and drink into the classroom, which may be distracting, and please keep all electronic communication and listening devices turned off and out of sight as soon as you enter the classroom. No electronic device of any kind may be used to photo the instructor's presentations. Laptops, notebooks, net books, tablets, and I-Pads may be used for typing only notes for this class. If the instructor finds that they are being used for any other purpose, the misuser will not be allowed to continue using the device in class.

If any disruptive behavior continues after the instructor has asked that it stop, the person responsible for the disruption will be asked to leave the classroom. If the problem persists afterward, the instructor will request withdrawal of the student.

## ABILITY SERVICES

Houston Community College is committed to creating an accessible learning community where individuals with disabilities have an equal opportunity to pursue their educational goals, limited only by their abilities, not their disabilities. Ability Services strives to empower students, foster independence, and promote achievement of the student's career and educational goals.

In compliance with Section 504 of the Rehabilitation Act and under the Americans with Disabilities Act, Ability Services at each College within the Houston Community College System is responsible for arranging reasonable accommodations for all qualified students with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) to ensure equal access to all programs and activities at the College. Students who need to arrange reasonable accommodations must contact Ability Services at the College(s) (Central, Coleman, Northeast, Northwest, Southeast, Southwest) the student plans to attend. Due to the high demand for services and the nature of certain disabilities, it is recommended that students meet with an ADA Counselor at least 60 days prior to the beginning of each term. Every effort will be made to arrange accommodations, however, failure to provide sufficient advance notice may impede service delivery.

The process for obtaining reasonable accommodations is an interactive one that begins with the student's disclosure of his/her disability. The student has the responsibility of providing Ability Services with the appropriate documentation from a qualified Physician or Clinician who has diagnosed his/her disability. Students with disabilities should contact Ability Services directly. The contact must be made by the student and not a representative of the student, however parents/family are encouraged to participate in the process.

The instructor will honor only requests made first through Ability Services and honor them according to that office's written prescriptions for the student.

## CALENDAR

TEST 1 Class after reaching 1763 Treaty of Paris in presentations. It will cover Prehistoric America to the 1763 Treaty of Paris. It roughly correlates with pages 1-147 in the textbook.\*

PAPER 1 Due October 21.

TEST 2 Class after reaching the Annexation of West Florida. It will cover from Pontiac's Rebellion to the 1810 Annexation of West Florida. It roughly correlates with pages 147-284 and 304 in the textbook.

TEST 3 Class after reaching the 1849 Gold Rush. It will cover from the War Hawks to the 1849 Gold Rush. It roughly correlates with pages 284 to 400 in the textbook.

PAPER 2 Due November 25.

TEST 4 Class after reaching the Compromise of 1877. It will cover from the Department of the Interior to the Compromise of 1877. It roughly correlates with pages 400-509, 540, 546, and 548 in the textbook.

FINAL EXAM Hour and day posted by college for 8:00-10:00 AM MW second start classes during the week of Dec. 7-11. The final exam will cover from Prehistoric America to the Compromise of 1877. It roughly correlates with pages 1-509, 540, 546, and 548 in the textbook.

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

9-4-2015