



**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 | #14280**

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

In-Person | Stafford Learning Hub 204 | MW 2:00-3:20 p.m.

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Roy Quick, M.A.T.

Office: None, Part-time faculty member

HCC Email: roy.quick@hccs.edu

**Instructor's Preferred Method of Contact**

The instructor may be contacted at the HCC email address above and before, during, and after scheduled class time. The instructor will respond to emails within 24 hours Monday through Friday; the instructor will reply to weekend messages on Monday mornings. The instructor will reply only to student campus email addresses.

**What's Exciting About This Course**

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.

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 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 uses Power Point presentations which he has put together. 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.

Questions are encouraged. How is what you may not understand to be addressed, if you do not make it known? It is important that you understand according to your way of thinking, because it increases the likelihood of something being remembered.

**My Personal Welcome**

A personal welcome to the student who earnestly intends to derive benefit from the knowledge and skills offered in the course. I will strive earnestly to make them accessible. That you may have some assuredty

as to my credentials, let me share that I have a Bachelor of Arts from the University of Georgia. My major was History. I have a Master of Arts for Teachers from Georgia State University. My graduate major was History. I am a certificated History and Social Science teacher in Texas. For thirteen years, I taught history and social sciences in middle and high schools in three states. For three years I taught GED classes in the Harris County adult probation department and for state adult probationers as well. I have been teaching history part-time at the college level since 1997.

### **Prerequisites and/or Co-Requisites**

Students enrolled in HIST 1301 must have passed ENGL 1301 (Composition I) or co-enrolled in ENGL 1301 as a co-requisite. (Exception: Dual credit students only need to be placed into college level reading and writing.)

### **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 the instructor will alert you should the need arise. However, the instructor will provide you links to required readings placed in Google Drive to make them easily accessible by a wide range of digital devices and to manage and protect the integrity of the content in the readings. Also, the instructor regularly uses the campus email to contact students.

### **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/>. (This course is not an online course.)

### **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**

You will be assigned written assignments over six reading selections listed on the last page of the syllabus. The History Department provides access to the readings at the following link: [http://www.pearsoncustom.com/tx/hcc\\_hist1301](http://www.pearsoncustom.com/tx/hcc_hist1301), which requires a purchase of a key (around \$20) at the web site or in the campus bookstore. The instructor will not supersede, supplant, the department's postings of those six reading selections. The due dates for the written assignments are listed under Course Calendar in this syllabus. If you do not own equipment to access the readings online, the campus library has netbooks which may be checked out.

You will be assigned two monographs, books, to read and on which to write analytical essays based on internal content only. No source other than the specifically assigned online monograph is to be used. The first is the *Autobiography of Benjamin Franklin*, on which the essay will be due October 2nd. The second is *The Narrative of the Life of Frederick Douglass*, on which the essay be due November 20th. You must use the editions placed online by the instructor, no other editions. You will be provided a link to each monograph by the instructor. There is no key, no need to purchase access, to the two editions placed online by the instructor. However, the links are for exclusive use of students enrolled in the course.

### **Textbook Information**

The textbook for the course is Alan Brinkley, Alan *The Unfinished Nation: A Concise History of the American People*, 8th ed. (New York: McGraw Hill Education, 2016), ISBN-13: 978-0073513331, for which there is a correlation with the instructor's presentations in the Test and Final Exam Schedule at

the end of syllabus. It is s one of two U.S. history textbooks used in HCCS. There are also a Volume I edition of the Brinkley textbook that covers History 1301, ISBN-13: 978-125928121, and a Volume II edition that covers History 1302. For this course, you do not need to buy any disc or online access key in addition to the textbook itself. Instruction will not be a mere repetition of any textbook content, which you can read, but based on the instructor's PowerPoint presentations, which cover more than may be found in the textbook, from which presentations you are expected to take notes, and over which presentations tests and final exam will be based, not the textbook. The textbook is supplemental, a back-up, which it is advised to keep in consideration in cases which notes may have been missed on account of absences or further understanding may be sought about an historical event.

### **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)**

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 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 [In this course, taking and studying notes from the PowerPoint presentations]
- 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
- 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**

### **Assignments**

In written assignments use your own words as much as possible. Adding your own opinion, thoughts, interpretation, in your descriptions is encouraged but be sure to provide descriptions which alert the grader that you have read what has been assigned.

Try to avoid paraphrasing, which involves 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 plagiarism, which you want to avoid at all cost.

Play it safe. Be sure to enclose phrases, clauses, sentences, and sentence fragments in quotation marks to avoid any suggestion of plagiarism. Copying names of people, places, and things and dates do not constitute plagiarism.

How long should your written work be? Length will vary from individual to individual. Length should be whatever it takes you to convince the grader that you have read what has been assigned..

To make easier for yourself, while you read what has been assigned, take notes. About what was a paragraph? What was the main point? Use your notes afterward, keeping the same order, sequence, in the reading for your descriptions. Your descriptions should follow the same sequential order of what they describe in the reading. Jumping around often accompanies not having read a reading fully or copying someone else..

Do not use abbreviations, contractions, and any ellipsis, three little dots (. . .), or "etc." or its equivalent unless they are quoted directly from a reading selection. Contractions are words like can't, won't, didn't, it's, haven't, he'll.

Direct quotations should be minimized and used when you cannot explain something in your own words. Your written work should not appear to be a mass of quotations taken from something read.

The papers may be typed, digitally printed, or handwritten. If handwritten, use black or blue ballpoint or ink and 8½" X 11" lined white paper. A paper handwritten in pencil will receive a grade of zero. In typing, digital printing, or handwriting, distinguish between letters that should appear as capitals and letters that should not. Handwritten assignments must be legible. Handwritten assignments should keep one inch right and left margins and leave the last two bottom lines empty. Typed or digitally printed assignments should keep one inch right, left, and bottom margins.

Double-space lines only in typed or digitally printed assignments, not in handwritten assignments. In typed or digitally printed assignments, double-space between sentences. Also press the space bar twice between the period of one sentence and beginning letter of the next sentence.

Do not use a font smaller than 10 and larger than 12 in typed or digitally printed assignments. Italicize titles in typed or digitally printed assignments. Underline titles in handwritten assignments.

Spelling and grammar will count. Frequent errors are run-ons, sentence fragments, missing conjunctions, and omitted or misplaced commas.

Do not use footnotes, endnotes, or parenthetical documentation. Because your written assignments use one source, footnoting is not needed. In any case, no outside sources should be used in addition to the source assigned. Unmarked quotations from outside sources constitute plagiarism.

Do not attach any cover page, any title page, any drawing, any photo, or any graphic illustration. 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.

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

A grade on a written assignment will be based solely on the instructor's evaluation, the instructor's judgment, not upon what a student may think it ought to be. Grades on written assignments will be based on how well you have convinced the instructor that you read a selection completely, following directions on grammar and style. Written assignments will be evaluated solely on results, not intentions. Grades will not be "negotiated." Unfavorable written assignments will not be dropped. Everyone in the class will be graded the same way.

## **EXAMS**

The four multiple-choice tests and final examination will be over information covered by the instructor in the PowerPoint presentations and will cover information not found in the textbook.

The four multiple-choice tests and final exam grades will represent solely the percentage of correct answers. Test grades and final exam scores will not be curved. Grades will not be "negotiated." Unfavorable tests will not be dropped. Everyone in the class will be graded the same way.

The final examination will be comprehensive, covering PowerPoint presentations from the beginning of the course to the end of the course.

If the instructor observes any cheating on a test or the final exam, the test or the final examination of the student or students observed cheating 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.

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 notes taken in class. In other words, you will not be memorizing test questions and answers to pass the course. A word to the wise, if you miss something on a test, check your notes afterward. The tests show your weak areas, about which you may be asked again on the final examination. However, any attempt to check notes while a copy of the test or answers are in front of you will be treated as cheating. No copying of the test questions and answers will be permitted.

## **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. 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 80% of a course before requesting an "Incomplete." If any missing work is not completed within dates accepted by the college, the "Incomplete" will be replaced by a F.

$$\begin{aligned}
 & .25 \times \text{Average of Assignments on Six Readings} \\
 & .25 \times \text{Average of Assignments on Two Monographs} \\
 & + \underline{.50 \times \text{Test Average or Final Exam Score (whichever is higher)}} \\
 & \text{Semester Numerical Grade}
 \end{aligned}$$

The average of your grades on four multiple-choice tests over information covered in the presentations by the instructor will constitute 50% of your semester grade, and The average of grades on six written assignments on online reading selections will constitute 25% of your semester grade, and the average of grades on two written assignments on two monographs will constitute 25% of your semester grade, and the higher of the average of your grades on four multiple-choice tests over information covered in the PowerPoint presentations by the instructor or your final exam score.

To make allowance for subjectivity in grading written assignments, at the end of the semester, each student's average (above zero) for the written assignments on six reading selections is increased by the difference of 100 minus the highest average attained in the class, and each student's average (above zero) for the written assignments on two monographs is increased by the difference of 100 minus the highest average attained in the class.

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

### Course Calendar

TEST AND FINAL EXAM SCHEDULE		
TEST 1	Class after reaching 1763 Treaty of Paris in presentations. It will cover Prehistoric America to the 1763 Treaty of Paris.	Textbook Correlation* Pages 1-90
TEST 2	Class after reaching the Annexation of West Florida. It will cover from Pontiac's Rebellion to the 1810 Annexation of West Florida.	Textbook Correlation Pages 90-179
TEST 3	Class after reaching the 1849 Gold Rush. It will cover from the War Hawks to the 1849 Gold Rush.	Textbook Correlation Pages 179-308
TEST 4	Class after reaching the Compromise of 1877. It will cover from the Department of the Interior to the Compromise of 1877.	Textbook Correlation Pages 308-371
FINAL EXAM	As scheduled by college within week of Dec. 9-13. The final exam will cover from Prehistoric America to the Compromise of 1877.	Textbook Correlation Pages 1-371

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

<b>WRITTEN ASSIGNMENT SCHEDULE</b>	
Due September 11	Declaration of Independence (1776) Pearson, Chapter 4, Pages 215-218
Due September 25	The United States Constitution (1787) Pearson, Chapter 5, Pages 242-253
Due October 9	The Bill of Rights (1791) Pearson, Chapter 5, Pages 255-257
Due October 23	The Eleventh and Twelfth Amendments to the United States Constitution (1795 and 1807) Pearson, Chapter 6, Pages 284-286
Due November 6	Gettysburg Address (November 19, 1863) Pearson, Chapter 13, Page 607
Due November 13	The Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution of the United States Pearson, Chapter 14, Pages 652-653

### **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**

There will not be any special work or retesting to make up for low grades. A zero will be given for not submitting a written assignment 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 written assignment when due or for having missed a test, it is your responsibility to consult the instructor about the missing assignment or to request a make-up test with the instructor on the first day of return from an absence. Failure to turn in a written assignment will result in a numerical grade of zero for the assignment. Failure to make up a test will result in a score of zero for the test.

#### **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**

It is the student's responsibility to attend class to take notes on the instructor's PowerPoint 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, which you can read, but based on the instructor's PowerPoint 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 unexcused 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.

Expect to be questioned by the instructor for repeatedly entering the room late or for early exits. 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 the instructor may mark it excused, not unexcused, for reasons listed in the HCCS official 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. You may be administratively dropped by the instructor after missing five classes for which sufficient explanation has not been given.

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 you cannot attend the course at the hour, minutes, and days 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 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**

To promote a serious learning environment please do not bring food and drink into the classroom, which may be distracting.

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.

### **Electronic Devices**

To promote a serious learning environment and prevent distraction 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 photograph, to take a picture of, the instructor's presentations. Laptops, notebooks, netbooks, tablets, and I-Pads may be used only for typing notes for this course. 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.

### **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**

Department Chair Gisela Ables, PhD

[gisela.ables@hccs.edu](mailto:gisela.ables@hccs.edu)

(713) 718-5779