

**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 | #14308**

Spring 2021 | 12 Weeks (7.12.2021-8.15.2021)

Online

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor: Trina Walker Office Phone: N/A

Office: Online Office Hours: N/A

HCC Email: trina.walker@hccs.edu Office Location: N/A

**Instructor’s Preferred Method of Contact**

Please contact me via email. I will try to respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings.

**What’s Exciting About This Course**

While many of us learned History as a subject of the past, this particular class will focus on the impact of colonization, the American revolution, the Constitution, industrialization, Westward Expansion, and Civil War/Reconstruction in today’s world. Almost everything we do as a society, whether local or global, has been shaped by historical actors and events. In this course we will be introduced to these heroes and happenings and draw parallels between them and the important people and events of the present. “The past is never dead. It's not even past." –William Faulkner

**My Personal Welcome**

Welcome to U.S. History—I’m delighted that you have chosen this course. One of my passions is to know as much as I can about the past and how it impacts us today, and I can hardly wait to pass that on. I will present the information in the most exciting way I know, so that you can grasp the concepts and apply them now and hopefully throughout your life. As you read and wrestle with new ideas and facts that may challenge you, I am available to support you. The fastest way to reach me is by my HCC email. My goal is for you to walk out of the course with a better understanding of yourself and how and why our country is what it is today. So please contact me whenever you have a question.

**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**

This section of HIST 1301 will use [Eagle Online Canvas](https://eagleonline.hccs.edu/login/ldap) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. You will be able to use canvas to access your E-Reader Assignments, Articles for Discussions, etc. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. It is recommended that you **USE** [**FIREFOX**](https://www.mozilla.org/en-US/firefox/new/) **OR** [**CHROME**](https://www.google.com/chrome/browser/desktop/index.html) **AS YOUR BROWSER**

**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**

-Writing materials for notes

-Index cards

-Textbooks

**Textbook Information**

1. Eric Foner, **Give Me Liberty!,** 6th Edition
2. American Perspectives: Readings in American History Vol. 1, 7th Edition

**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
* 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**

**Written Assignment**

There will be one book review for this class. Students will get to select from a list of three monographs that include:

# *1) The Journey and Ordeal of Cabeza de Vaca: His Account of the Disastrous First European Exploration of the American Southwest* by [Alvar Nunez Cabeza de Vaca](https://www.barnesandnoble.com/s/%22Alvar%20Nunez%20Cabeza%20de%20Vaca%22?Ntk=P_key_Contributor_List&Ns=P_Sales_Rank&Ntx=mode+matchall)

2) *A Son of the Forest: The Experience of William Apess* by William Apess

*3) Incidents in the Life of a Slave Girl* by Harriet Jacobs (AKA Linda Brent*)*

*4) A Narrative of the Life of Frederick Douglass* byFrederick Douglass

The objective of each review is to provide historical analysis of each work. Students will be expected to present a college level critique of [two of] these important American stories and connect the material to the subjects discussed in class.

**Exams**

There will be a midterm exam and a final exam

**In-Class Activities**

(See “Participation”)

**Final Exam**

See ‘Written Assignment’

**Grading Formula**

Final Exam-25 %

Weekly Quizzes- 25%

Midterm- 25%

Final Paper- 25%

**Course Calendar**

**Week 1**

1. Monday, July 12 1. Introduction to course

2. Tuesday, July 13 1. Lecture #1

2. Reading assignments– Give Me Liberty: Chapters 1 & 2

3. Reading assignments – **Article:** *The Navajo Nation is Being Decimated by This Virus*

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3. Wed, July 14 1. Lecture

2. Reading assignments- Give Me Liberty: Chapter 3

Reading assignments – **Article:** *Words Mean Things: Understanding Colonialism*

4. Thu, July 15 1. Lecture Recap

*2.* **Quiz 1 (Canvas)**

3. **Unit 1 Essay**  (Due: **Sunday, June 13**)

**Week 2**

5. Mon, July 19 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter *4*

3. Reading assignments – **Article:** *All the Devils Are Here,* **E-Reader:** *New York Slave Revolt, The Horrors of a Slave Ship, Pontiacs Speech*

6. Tue, July 20 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter *5*

7. Wed, July 21 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 6

8. Thu, July 22 1. Lecture Recap

*2.* **Quiz 2 (Canvas)**

3. **Unit 2 Essay** (Due: **Sunday, June 20**)

**Week 3**

7. Mon, July 26 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 7

3. Reading assignments – **Article:** *The Case for Haitian Reparations* **E-Reader:** *The Bill of Rights*

*4.* ***Essay 1 due***

8. Tue, July 27 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 8

9. Wed, July 28 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 9

3. Reading assignments – **E-Reader:** *Tecumseh: Address to the Osages* **Article:** *Can Low Wage Industries Survive Without Immigrants and Refugees?*

10. Thu, July 29 1. Lecture Recap

2**. Midterm (Canvas)**

3. **Unit 3 Essay \*** (OPTIONAL EXTRA CREDIT)

**Week 4**

11. Mon, August 2 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 10

3. Reading assignments – ***Article:*** *I Am A Nationalist, The People Who Profited Off The Trail of Tears, Indigenous Peoples Day*

12. Tue, August 3 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 11 **Article:** *Capitalism Is Brutal. You*

*Can Trace That Back to the Plantation*

13. Wed, August 4 1. Lecture

2. Reading assignment– Give Me Liberty: Chapter 12 **Article:** *Why America Can’t Solve Homelessness, Rethinking the ADA, Giving Money to Moms*

14. Thu, August 5 1. Lecture Recap

*2.* **Quiz 4 (Canvas)**

3. **Unit 4 Essay** (Due: **Sunday, June 30**)

**Week 5**

15. Mon, August 9 1. Lecture

2. Reading assignment– Give Me Liberty: Chapter 13 **Article:** *The Mexican American War and Its Effects* **Video:** America’s Great Divide,

16. Tue, August 10 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 14

17. Wed, August 11 1. Lecture

2. Reading assignments – Give Me Liberty: Chapter 15

18. Thu, August 12 1. Lecture Recap

2. **Final Quiz**

 3. **Final Paper Due**

 4**. Unit 5 Essay**\* (OPTIONAL EXTRA CREDIT)

**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**

You will have one week to make a missed exam, it will be returned with the next exam

**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**

More than three absences on discussion days will significantly impact your grade

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**

Students are expected to treat the professor and one another with respect.

**Electronic Devices**

Please silence all devices during 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 InformationIncomplete GradesAcademic SupportInternational Student ServicesAttendance, Repeating Courses, and WithdrawalHealth AwarenessCareer Planning and Job SearchLibraries/BookstoreChildcarePolice Services & Campus SafetydisAbility 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

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

**History Department Chair Contact Information**

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