

**HISTORY 1301**  
**U.S. HISTORY TO 1877**  
**CRN# 58674**  
**12:30-1:50 pm MoWe Room 219, Learning Hub, Stafford**

**PROFESSOR: Victor Campano**  
**OFFICE: Adjunct Office**  
**OFFICE HOURS: After class and by appointment**  
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**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. Although this course is built around historical events and processes, it is much more than a simple recitation of facts. Students will learn and apply critical thinking and problem-solving skills and will work with historical documents, maps and economic and demographic models.

History 1301 is an 16-week, 48 contact hour course which fulfills three hours of the state-mandated six-hour history requirement.

Prerequisites: must have passed English 1301.

**COURSE OBJECTIVES**

1. To provide a comprehensive introduction to the essential social/cultural, political, military and diplomatic elements of United States history before 1877.
2. To provide students with a thorough grounding in problem-solving and analytical thinking, particularly as they relate to American history.
3. To provide students with training in skills essential to success in a college/university and/or work environment.

**Core Objectives**

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

2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication

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

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

### **Program Learning Outcomes**

1. Students will evaluate historical developments in an essay.
2. Students will read primary source documents.
3. Students will analyze historical evidence by writing an analytical essay.
4. Students will explain the importance of chronology and how earlier ideas and events shaped later events.

### **STUDENT LEARNING OUTCOMES**

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

### **BOOKS**

**Required Text:** Tindall, *America: A Narrative History*. 10<sup>th</sup> Ed., Vol. I.

**Monograph:** William Cronon, *Changes in the Land*. (Hill & Wang Pub.)

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Several editions available)

Because the basic source of information for this course will be the Roark textbook, it is essential that you buy this text as soon as possible. Books should be available at the HCCS bookstore in the Learning Hub, Stafford. You can also buy this book online through the publisher (Bedford St. Martins) or sources like Amazon.com. I will also place a few copies on reserve in the Library in the Learning Hub.

The Cronon book will not be available through the bookstore. You will need to purchase it either online through Amazon.com or some other source; you may also find used copies at places like Half Price books. Using these sources, you should find that this book can be purchased at considerably lower cost than if purchased from the campus bookstore. You can also find it in most college and public libraries. I have also placed copies on reserve in the library at the Stafford Learning Hub.

The Jacobs book is available free online at Gutenberg.org and other online sources. You can find hard copies also at many bookstores.

**Do not wait to buy these books. If you have any difficulty obtaining them, let me know as soon as possible.**

### **EXAMS/ASSIGNMENTS**

The final course grade will be based on the following elements:

1. Three major essay exams: 55%
2. Two book review essay: 35%
3. Two History Reader Assignments: 10%

Each student will read the two (2) monographs listed above and write an 4-5 page directed essay on each. The first paper ( *Changes in the Land* ) is due **Monday, March 5th**; the second (*Incidents in the Life of a Slave Girl*) on **Monday, April 16th**. Each essay will count 20% of the final grade. Papers turned in late will have a letter grade deducted for each day late.

In addition to the book reviews, you will be required to access the online history reader in order to complete two (2) reading assignments. In total, the reading assignments will be worth 10% of your final grade.

**Failure to complete and turn in both papers and the two Online Reading Assignment will result in automatic failure of the course.**

To access the Reading Assignments you must purchase an access card from the publisher, Pearson, either through the campus bookstore or directly

online. Please refer to this address to gain access to the Pearson website: [www.pearsoncustom.com\\_hist1301](http://www.pearsoncustom.com_hist1301).

### **GRADING**

Your final grade will be based on the assignments cited above using the percentages indicated for each assignment.

Grading will follow the usual college standards (A=100-90; B=89-80; C+79-70, etc.) Grades will not be curved. There will be no extra credit assignments. Be sure to keep up with your grade average as the semester proceeds. If you have any questions about your grade situation, don't hesitate to ask me.

It is imperative that students keep up with their grades throughout the semester. If you make a low grade, it is strongly advised that you schedule a meeting to discuss it. If you miss a class when graded assignments are returned, it is your responsibility to pick up your graded work. If you have difficulty computing your grade using the percentages cited above, don't hesitate to ask for my help.

**MAKE-UPS** I will allow one make-up of a major exam provided you have contacted me as to why you must miss it. If you miss two major exams, you must drop the course.

**ATTENDANCE** Regular class attendance is critical to success in this class. Essay questions on the major exams will rely heavily on lectures and discussion held during our regular class meetings. **I will be taking attendance and if you miss five classes you will be dropped from the class. If you miss five classes after the withdrawal deadline, you will receive a grade of FX on your transcript.**

Because this is a college course and you are adults, I expect that you can make up your own minds about attendance. However, you should keep in mind that you are responsible for any and everything that happens during the class period, including announcements, assignments, exams and lecture material. If you miss a class, it's up to you to acquire the appropriate information and material concerning what you missed.

International students, veterans, and those on financial aid should be fully aware of the grade and minimum hours policies affecting your situation. In particular, pay attention to the rules regarding withdrawal ("W") from a course. Once a "W" is officially recorded it will not be changed to another grade regardless of circumstances.

## **ONLINE TUTORING**

HCC offers an excellent resource for tutoring and for writing papers – **hccs.upswing.io**. You can submit your papers at any time. Turn-around time for receiving help on papers is usually 18-24 hours, so you should plan on submitting papers for help well before they are due. Visit the website for details and further information.

## **TARDINESS**

Classes will start on time. If you are more than 15 minutes late that will concern me greatly. Consistent tardiness will result in a conference and possibly a lower grade. Some of the most important information in any class is given during the first 5 to 10 minutes. Frequent tardiness is one of the most significant indicators of poor performance in college. If you have to be late, please enter the classroom as unobtrusively as possible and let me know after class why you were late.

## **ACADEMIC HONESTY POLICY**

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of scholastic dishonesty. Plagiarism, cheating and other forms of academic dishonesty are prohibited by HCCS policy and the rules of this class. 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. If you aren't clear as to what constitutes plagiarism, turn in a draft of your paper before the due date so that I can review it and you can make corrections if necessary. 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, during a test, materials not authorized by the instructor; collaborating with another student during a test; knowingly using, buying, selling, etc. whole or part of an unadministered test; Copying or "skimming" online web sources in place of your own original work.** Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. **Violations of this policy can result in automatic failure of the course and/or expulsion from the college.**

**Title IX of The Education Amendments of 1972, 20 U.S.C. A& 1681 Et. Seq.**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance. It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log into: [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student e-mail account, then go to the button at the top right that says Login and enter your student number.

## **DISABILITY POLICY**

### **Services to Students with Disabilities**

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/district/students/disability-services/>

### **Campus Carry**

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

### **Food and Housing Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

## **CLASS ROUTINE**

The factual basis for this class will be the text – Tindall, *America: A Narrative History* – and the class lecture notes for each unit. Therefore it is essential that students keep up with weekly reading assignments (see Calendar below) and attend class.

Each of the three major essay exams will each contain at least one major essay question based on the material and assignments covered in class assignments for that period of the class.

### **SUGGESTED STUDY ROUTINE:**

1. Read over the Study Guide for a chapter before beginning the chapter so that you are familiar with the important topics and questions and the most important names, terms and concepts.
2. As you read, underline parts of the chapter that answer or explain questions and topics identified in the Study Guide and/or identify key names, terms and concepts and take good notes.
3. If there is supplemental material presented for a unit – lectures, outlines, etc – read that material carefully. The lectures follow the Study Guide, but in some cases provide more detailed information. Again, underline and take notes.
4. Take good notes in class. The fact that I go over a topic in class is an indication that it is important. You should definitely be prepared to know anything that I write on the board.
5. The biggest single source of problems in passing this course is failure to answer the essay questions in the major exams. Prepare ahead of time. Don't wait until the day before the exam. If you have questions, ask the professor for clarification or explanations.

## **HISTORY 1301 Calendar and Assignments**

### **Important Dates:**

February 12th: First Essay Exam

March 5th: Book Paper over Cronon, *Changes in the Land*

March 26th: Second Essay Exam

April 16th: Book Paper over Jacobs, *Incidents in the Life of a Slave Girl*

May 9th: Third Essay Exam

### **Week One (January 18th)**

1. Course Introduction and Introduction

2. Text: Tindall, Chpt. 1

Topics:

- Origins of the “Native Americans”
- Diversity and examples of Native American cultures.
- European discovery and exploration of the New World

### **Week Two (January 23rd)**

1. Text: Tindall, Chpts. 2-3

Topics:

- Founding and settlement of England’s Southern colonies.
- Settling New England
- Slavery in North America
- Indentured Servitude
- The Middle Colonies
- King Philip’s War
- Women in the Colonies
- Society and Economy in the Southern Colonies
- Society and Economy in New England
- Race-Based Slavery
- The Enlightenment in America
- The Great Awakening

### **Week Three (January 30th)**

2. Text: Tindall, Chpts. 4-5

Topics:

- The British Colonial System
- Warfare in the Colonies
- Regulating the Colonies
- The Crisis Grows
- The Spreading Conflict
- Independence
- Mobilizing for War
- American Society at War
- A War of Endurance
- War as an Engine of Change
- Slaves and the Revolution



### **Week Four (February 6th)**

1. Text: Tindall, Chpts. 6-7

Topics:

- Power to the People
- The Confederation Government
- The “Gathering Crisis”
- Creating the Constitution
- The Limits of the Constitution
- The Fight for Ratification
- The Federalist Era
- Hamilton’s Vision of a Capitalist America
- Western Settlement
- Transfer of Power
- The Adams Administration
- Jeffersonian Republicanism
- War in Europe
- The War of 1812
- The Aftermath of the War

### **Week Five (February 13th)**

**First major exam**

### **Week Six (February 20th)**

1. Text: Tindall, Chpt. 8

Topics:

- The Market Revolution
- Industrial Development
- Popular Culture
- Organized Labor and New Professions

### **Week Seven (February 27th)**

1. Text: Tindall, Chpt. 9

Topics:

- New Nationalism
- Debates over the American System
- “An Era of Good Feelings”

- Nationalist Diplomacy
- The Rise of Andrew Jackson

### **Week Eight (March 6th)**

#### **Book Review: Cronon, *Changes in the Land***

1. Text: Tindall, Chpt. 10

Topics:

- Jacksonian Democracy
- Jackson as President
- Nullification
- War Over the B.U.S.

### **Spring Break: No Classes!**

### **Week Nine (March 20<sup>th</sup>)**

1. Text: Tindall, Chpt. 11

Topics:

- The Distinctiveness of the Old South
- The Cotton Kingdom
- Whites in the Old South
- Black Society in the South
- Forging a Slave Community

### **Week Ten (March 27th)**

#### **Second Major Exam**

### **Week Eleven (April 3rd)**

1. Text: Tindall, Chpt. 12

Topics:

- A More Democratic Religion
- Romanticism in America
- Literary Giants
- The Reform Impulse
- The Anti-Slavery Movement

### **Week Twelve (April 10th)**

1. Text: Tindall, Chpt. 13

Topics:

- Moving West
- The Mexican-American War

### **Week Thirteen (April 17th)**

#### **Book Review: Jacobs, *Incidents in the Life of a Slave Girl***

1. Text: Tindall, Chpt. 14

Topics:

- Slavery in the Territories
- The Emergence of the Republican Party
- The Response in the South

### **Week Fourteen (April 24th)**

1. Text: Tindall, Chpt. 15

Topics:

- Choosing Sides
- Fighting in the West
- Fighting in the East
- Emancipation
- The War Behind the Lines
- The Faltering Confederacy
- A Transforming War

### **Week Fifteen (May 1st)**

1. Text: Tindall, Chap. 16

Topics:

- The War's Aftermath in the South
- Debates over Political Reconstruction
- Blacks Under Reconstruction
- The Grant Administration
- Reconstruction's Significance

**Final Exam: Wednesday, May 9th at 12:00pm**