JEFFERSON COLLEGE

COURSE SYLLABUS

HST103

U.S. HISTORY I TO RECONSTRUCTION

3 Credit Hours

Prepared by:
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HST103 U.S. History I to Reconstruction

I. CATALOGUE DESCRIPTION

A. Prerequisite: reading proficiency

B. 3 semester hours credit

C. U.S. History I to Reconstruction shows the development of the United States from Columbian contact through post-Civil War reconstruction. It is designed to help students understand and function in their society. U.S. History I meets the requirement for the Associate of Applied Science degree and partially fulfills the social and behavioral science requirements for the Associate of Arts and Associate of Science degrees. U.S. History I fulfills the Missouri law requiring study of the national and state constitutions. (F, S, Su)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

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<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<td>Examine and interpret the basic concepts and ideas of the American political system and the roles of individual citizens, as well as government leaders and agencies</td>
<td>Class discussion&lt;br&gt;Textbook reading&lt;br&gt;Periodic examinations</td>
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<td>Describe the multinational and multicultural origins of the United States and the essential role of diversity in the formation of political movements, regional cultures, economic developments, institutions, and daily life</td>
<td>Class discussion&lt;br&gt;Pop quizzes&lt;br&gt;Primary source document analysis&lt;br&gt;Essay writing&lt;br&gt;Periodic examinations</td>
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<td>Outline the primary diplomatic, political, economic, environmental, and cultural influences that shaped and defined early American values, institutions, traditions, trends, and perspectives of society that facilitate effective participation in society</td>
<td>Class discussion&lt;br&gt;Primary source document analysis&lt;br&gt;Periodic examinations</td>
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<td>Differentiate the paradoxical relationships within American history that include egalitarianism and slavery, opportunity and poverty, reform and reaction, and immigration and nativism</td>
<td>Class discussion&lt;br&gt;Documentary analysis&lt;br&gt;Primary source document analysis&lt;br&gt;Pop quizzes&lt;br&gt;Novel or slave narrative assignment&lt;br&gt;Periodic examinations</td>
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<td>Define the origins and development of problems facing the United States today and in the future, and identify the dynamics of cultural conflicts, resolutions, and tolerance</td>
<td>Class discussion&lt;br&gt;Documentary analysis&lt;br&gt;Primary source document analysis&lt;br&gt;Essay writing&lt;br&gt;Periodic examinations</td>
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Place current events in a historical framework, while demonstrating the use of critical thinking techniques, such as reading, writing, problem solving, analysis, and synthesis, with the ability to demonstrate these critical thinking skills orally and in writing.

Demonstrate an understanding of the Constitutions and governmental systems of the United States and Missouri as required by law.

### III. OUTLINE OF TOPICS

#### A. Unit I: The New World and colonization
1. American origins
2. The Age of Exploration
3. European empires
4. The Native American response
5. England and colonization
6. Transatlantic trade
7. Community, Work, and Belief in colonial society
8. Colonial government and politics
9. The struggle for empire
10. New problems
11. Asserting American rights
12. The decision of independence

#### B. Unit II: The early republic
1. The early war years
2. Off the battlefield
3. From stalemate to victory
4. Republican expectations in a new nation
5. State governments and the Articles of Confederation
6. Challenges to the Confederation
7. Constitutional creation
8. Challenges to the Constitution
9. Problems of the young republic
10. Second War of Independence

#### C. Unit III: Antebellum America
1. The Era of Good Feelings
2. The consequences of growth
3. Common Man politics
4. The Jackson administration
5. The Transportation Revolution
6. The manufacturing boom
7. The New Cotton Empire
8. Reactions to a new society
9. Toward an American culture
10. The rise of the Whigs
11. The Westward explosion
12. The social fabric of the West
13. Manifest Destiny
14. Sectional crisis

D. Unit IV: Sectionalism, Civil War, Reconstruction
1. New political choices
2. A house divided
3. The nation divided
4. The nation dissolved
5. The politics of war
6. From Bull Run to Antietam
7. The human dimensions of war
8. Waging total war
9. Presidential reconstruction
10. Freedom and the legacy of slavery
11. Congressional reconstruction
12. Black reconstruction
13. The end of reconstruction

IV. METHODS OF INSTRUCTION

A. Lecture
B. Class discussion
C. Film and video analysis
D. Internet research
E. Historical analysis (i.e., primary source document exercises)
F. Reading of required texts and other materials
G. Multimedia presentations
V. REQUIRED TEXTBOOK


OR


B. A supplemental text or novel (choice left to instructor)

VI. REQUIRED MATERIALS

A. Textbook(s)

B. Other required readings

C. Daily access to course Blackboard page

D. Access to newspapers, periodicals, and the internet

VII. SUPPLEMENTAL REFERENCES

A. Library Resources
   1. Present offering
   2. Journals
   3. Video/audio tapes
   4. Software
   5. Other

B. Internet resources linked to course Blackboard page

VIII. METHODS OF EVALUATION

A. Periodic examinations, consisting of written essays and objective questions

B. Class participation

C. Outside reading analysis

D. Special projects, as required

E. Essay assignments

F. Pop quizzes

G. Attendance and participation in class
H. Multi-section Constitution assessment

I. Extra credit, not to exceed 10% of total course points

GRADING SCALE
A – consistent excellence in academic work/nearly perfect attendance/zero tardiness
B – superior academic work/few absences/little tardiness
C – average academic work
D – below average academic work
F – failing/miss 15% or more of class meetings

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (See College website: http://www.jeffco.edu/jeffco).

XI. ATTENDANCE POLICY

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities, such as reading, studying, and completing assignments. Specifically, time spent on academically-related activities outside of class, combined with time spent in class meetings, is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.