JEFFERSON COLLEGE

COURSE SYLLABUS

HST103

U.S. HISTORY I TO RECONSTRUCTION

3 Credit Hours

Prepared by:
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Arts and Science Education
HST103  U.S. History I to Reconstruction

I. CATALOGUE DESCRIPTION

A. Prerequisite: none

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 requirement 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/ASSESSMENT MEASURES

At the completion of this course a student will:

A. 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.

   Students will participate in class discussions after appropriate textbook/article readings and lectures.

B. 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.

   Students will take quizzes, unit exams, and/or complete historical analysis assignments involving primary sources to assess their knowledge level.

C. 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.

   Students will take quizzes and participate in class discussion to assess their knowledge level.
D. Differentiate the paradoxical relationships within American history that include egalitarianism and slavery, opportunity and poverty, reform and reaction, and immigration and nativism.

Students could write a compare/contrast essay of appropriate length and receive feedback and a numerical grade.

E. Define the origins and development of problems facing the United States today and in the future.

Students will take quizzes and unit exams and participate in class discussions to assess their knowledge level.

F. Identify the origins of the relationships between the United States and the countries of North America, South America and Europe.

Students will participate in class discussions after appropriate textbook/article reading and lecture.

G. Discover the dynamics of cultural conflict, resolution and toleration.

Students will participate in class discussions/debates to demonstrate understanding.

H. Place current events in a historical framework.

Students might complete an illustrated timeline project (or similar assignment) receive written feedback, and a numerical grade.

I. Demonstrate 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.

Students might write and receive written feedback and a numerical grade on an essay or project illustrating their understanding and application of the concepts.

J. Demonstrate an understanding of the Constitution and governmental system of the United States and Missouri as required by law.

Students will complete an assignment (quiz, essay, etc) demonstrating their knowledge of the United States Constitution and the Missouri constitution.

III. COURSE OUTLINE WITH UNIT OBJECTIVES

A. Unit I: The New World
   1. American Origins
2. The Age of Exploration
3. Mutual Discoveries
4. The Atlantic World
5. European Empires
6. The Native American Response
7. European Frontiers

Objectives:
- Explain the characteristics of the various Native American groups who occupied North America prior to contact with Europeans.
- Describe the characteristics of European society on the eve of contact.
- Describe the development and impact of Spanish settlement in the New World.
- List several characteristics of Native American culture.

B. Unit II: British America
1. England and Colonization
2. The Chesapeake
3. New England
4. The Middle Colonies
5. The Lower South
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 Crisis Renewed
13. The Decision of Independence

Objectives:
- Trace effects of the Protestant Reformation on the exploration and colonization efforts of England and France.
- Explain the social, economic, and political differences found within Colonial America.
- Trace the rise and entrenchment of slavery in British America. Explain how geography and climate shaped slave life.
- Explain how the work of Isaac Newton and John Locke helped facilitate a renewed colonial interest in education and religion.
- Define and explain the impact of the Great Awakening on colonial life and its effect on colonial life.
- Identify the various “wars for empire” that arose between and among the Europeans and Native Americans, and between Britain and Spain.
- Describe the various revenue raising methods imposed by Britain after the French and Indian War, and explain how boycotts were used as a form of protest by American colonists.
• Explain the division within the American colonies regarding resistance to British taxation policies.
• Explain the impact of the American Revolution.

C. Unit III: 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

Objectives:
• Explain the Articles of Confederation, and tell what purpose they served in the earliest days of the Republic.
• Understand the general reasons for the movement toward Constitutional reform. Understand the various states’ viewpoints and explain them in brief.
• Describe the economic, social and political challenges facing the new republic.
• Describe the Bill of Rights and its significance.
• Explain the fundamentals of Jeffersonian democracy.
• Briefly list the events that led to the War of 1812.

D. Unit IV: Antebellum America
1. The Era of Good Feelings
2. The Consequences of Growth
3. Jacksonian 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

Objectives:
• Account for the rise of nationalism in the post-war period, and define what is meant by the term “Era of Good Feelings.”
• Describe the rise in popularity of Andrew Jackson.
• Describe the growth of the plantation South and its increased reliance on cotton.
• Describe the rise of the Democratic Party and explain why Jackson is called the first “people’s president.”
• Define the doctrine of nullification as expressed by John C. Calhoun.
• Explain the ongoing ferment for social change and self-improvement that characterized the decade of 1835 to 1845.
• Explain the focus on abolitionism that dominated the late 1830s, and explain its connection to a growing women’s rights movement.
• Outline the perils and the potential of continuing westward expansion (Mexican War and consequences, transportation revolution, discovery of gold, etc).
• Identify the various utopian communities that were founded in the 1840s. Give examples of both religious and secular societies.
• Explain the events leading to the slave state/free state crisis of 1850 and describe the various attempts at compromise.

E. Unit V: 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

Objectives:
• Define popular sovereignty.
• Describe the major events that stressed relations between free and slave states (i.e. Dred Scott, “Bleeding Kansas”, Lincoln-Douglas debates, etc).
• Explain the significance of the 1860 presidential election.
• Describe the military advantages and disadvantages of the North and South at the beginning of the war.
• Explain the response in the North and the South to the Emancipation Proclamation.
• Explain the significance of the Union victories at Gettysburg and Vicksburg.
• Describe the various plans for Reconstruction of the postbellum South.
• Explain the roles of African Americans and Native Americans in the post-Reconstruction period.
Know the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

IV. METHODS OF INSTRUCTION

A. Lecture
B. Class discussion
C. Film and video
D. Small group exercises and discussions
E. Historical analysis (i.e. primary source document exercises)
F. Reading of required texts and other materials
G. Multimedia presentations

V. REQUIRED TEXTBOOK(S)


A supplemental text or novel (choice left to instructor)

VI. REQUIRED MATERIALS

A. Textbook(s)
B. Paper and writing utensils
C. Access to newspapers, periodicals, and the internet

VII. SUPPLEMENTAL REFERENCES

A. Library
B. Current periodicals
C. Documentaries
D. St. Louis History Museum
VIII. METHOD OF EVALUATION

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

B. Subject assessment assignments, e.g., Minute Papers, pop quizzes

C. Outside Reading Analysis

D. Special projects as required

E. Attendance and participation in class

GRADING SCALE

A – consistent excellence in academic work/near 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 STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext 169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. See College website: http://vega.jeffco.edu/jkuchar/pdf/sh0809.pdf