

Coffeyville Community College

HIST-102

COURSE SYLLABUS

FOR

EARLY UNITED STATES HISTORY

KRSN Course HIS 1010

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

Megan Manley
Instructor

COURSE NUMBER: HIST-102 **COURSE TITLE:** Early United States History

CREDIT HOURS: 3

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INSTRUCTOR: Megan Manley

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OFFICE HOURS: See schedule posted on office door

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PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People, Volume 1*, 7th ed. New York: McGraw Hill, 2014.

COURSE DESCRIPTION: A study of the origins of the American nation to the end of Reconstruction. Special emphasis is placed on demonstrating the basic skills and tools of the historians' craft as well as recognizing that US history is influenced by ethnicity, race, class, gender, and environment among other factors.

EXPECTED LEARNER OUTCOMES:

By the completion of Early United States History the students will:

1. Demonstrate the ability to analyze, synthesize, and evaluate historical information.
2. Demonstrate research and writing skills, including the ability to: interpret primary and secondary sources, evaluate the validity of sources, analyze historical perspectives, and recognize change over time.
3. Describe major indigenous cultures of North America and evaluate their impact.
4. Describe and analyze significant political, social, economic, and diplomatic developments of the European exploration and colonization of North America.

5. Trace and evaluate causes, developments and consequences of the American Revolution.
6. Describe and analyze significant events in the creation of the American Republic.
7. Describe and analyze significant political, social, economic, and diplomatic developments of the Early Republic.
8. Describe and analyze significant political, social, economic, and diplomatic developments, including territorial expansion and sectionalism, of antebellum America.
9. Trace and evaluate causes, developments and consequences of the Civil War.
10. Describe the era of Reconstruction and evaluate its impact.

LEARNING TASKS AND ACTIVITIES:

1. Lecture

The majority of the information in this course will be delivered in the form of lecture. Because of this, it is strongly recommended that the students come to all classes and be attentive. Due to the amount of material that will be covered this semester it is suggested that the students take notes from the lecture material.

2. Reading

The textbook, as well as outside readings to be announced in class, provides a supplement and framework for the lecture material. The students are responsible for reading the corresponding material prior to the lectures, so the students will be prepared for class.

3. Class Discussion

Class discussion, ranging from informal talks to organized discussion days, will be an important part of the class. It is vital that the students participate in class in order to receive the maximum benefit from the course.

4. Instructional Aids

Varied instructional aids, including audio-visual, supplementary documents and readings, and Internet assignments will be used to furnish additional information in class.

Unit Schedule

- I.** The First people to come to the Americas
 - a. Definites
 - b. Possibles

- II.** Columbus and the race for empire
 - a. The Columbian Exchange
 - b. The Columbian Debate
- III.** European reasons for coming to the Americas
 - a. The Spanish
 - b. The English
 - c. The French and Dutch
 - d. The three Gs
 - e. The Northwest Passage
- IV.** The First colonies
 - a. Funding
 - b. Failures
 - c. Jamestown
 - d. Maryland
- V.** Early relationships with Native Americans
 - a. Similarities
 - b. Differences
- VI.** New England
 - a. Plymouth
 - b. Massachusetts Bay
 - c. Rhode Island
 - d. Connecticut
 - e. Confederation of New England
 - f. Pequot War
- VII.** Rest of the Colonies
 - a. Proprietary colonies
 - b. Carolina
 - c. New Netherlands
 - d. Pennsylvania
 - e. King Phillip's War
- TEST**
- VIII.** Colonialism through the Enlightenment
 - a. Changes
 - b. Women
 - c. Georgia
 - d. Scientific Revolution
 - e. The Enlightenment
 - f. The Great Awakening
- IX.** The French and Indian War
 - a. Causes
 - b. Results
 - c. Begin changing to American Identity
- X.** Events leading to the American Revolution
 - a. Writs of Assistance
 - b. Demobilization

- c. Many British Acts
- d. Stamp Act Resolutions
- e. Boston Massacre
- f. Boston Tea Party
- g. First Continental Congress
- XI.** The American Revolution
 - a. Patriots and Tories
 - b. Declaration Of Independence
 - c. Minorities at war
 - d. Benedict Arnold
- TEST
- XII.** The Documents
 - a. Ideas of the Enlightenment
 - b. Packet of Documents
- XIII.** The New Republic
 - a. Democracy and Republic
 - b. Details
 - c. Precedent
 - d. Constitutional interpretation
 - e. Debates
 - f. New Presidencies
 - g. Cleaning up the election process
 - h. War of 1812
- XIV.** Westward Expansion And Regional Differences
 - a. Building Unity
 - b. Slavery
 - c. Internationalism
 - d. Social and political reform
 - e. The West
- XV.** The Civil War
 - a. Causes and Events
 - b. Life in the Army
 - c. Results
- XVI.** Reconstruction
- FINAL EXAM

ASSESSMENT OF OUTCOMES:

Grades will be based on the following scale:

90%-100%	= A
80%-89%	= B
70%-79%	= C
60%-69%	= D
59% and below	= F

Incomplete grades will only be given under special conditions upon consultation with the instructor prior to final exams. If an

incomplete grade is given, the remaining coursework must be completed within a specified period of time, usually six weeks from the end of the semester or summer session. If the work is not completed within the given time the student will receive a failing grade for the course.

COURSE REQUIREMENTS:

Quizzes

At the end of each chapter quizzes will be given.

In and Out of Class Assignments

Several extra assignments will be assigned during the semester. Some will be done while in class, some will be completed outside of class.

Exams

There will be three exams, not including the final exam, during the semester. The information on the exams will be drawn primarily from the lecture material, but can include any information from the text, supplemental readings, or instructional aids. At the end of the semester the lowest test grade will be dropped (Not Including the Final Exam). Because of this, **No Make-Up Exams Will Be Given.**

The only exception to this policy is if a student will miss a test due to a Coffeyville Community College sponsored event. Examples would include: CCC sporting events, a band trip, a field trip in another class, etc. If a student will miss a test due to a school sponsored activity, he or she may take the test **EARLY. The student must make arrangements with the instructor at least 48 hours prior to the test that will be missed.** Only early tests will be given (no tests will be given late, no matter what the reason).

Final Exam

Classroom rules and expectations:

(The following behavior can result in a loss of points or being dropped from the class.)

- ❖ Use of cell phones and pagers are prohibited during class (unless discussed with instructor prior to class)
 - This includes texting!
- ❖ Use of laptops will be prohibited (unless discussed with instructor prior to class)
- ❖ Listening to any music device during class will be prohibited.

- ❖ Disruptive talking.
- ❖ Disruptive behavior.
- ❖ Arriving late (unless discussed prior to class)
Leaving early (unless discussed prior to class)

PLAGIARISM AND CHEATING:

Plagiarism is using someone else's words or ideas without giving the person credit. It is essential that the student correctly cite any sources that are directly quoted or paraphrased. **Any student who intentionally plagiarizes or is believed to be cheating will be given a failing grade for the semester.**

ATTENDANCE POLICY:

Attendance is expected. Coffeyville Community College's attendance policy reads as follows:

Students are expected to attend all classes. Regular class attendance is necessary for maximum success in college. It is the responsibility of the students to make definite arrangements for all work before going on field trips or other College-sponsored trips. School-sponsored activities will be counted as excused absences providing students complete all necessary assignments as designated by the instructors and the activity sponsors notify the instructors at least three days prior to the day(s) the student will be absent. Excused absences are to include academic competition, judging team competition, music events, official athletic events, field trips, convocations, and other college-sponsored events as approved by the Vice President of Learning.

Any student who has 7 unexcused absences must drop the class for excessive absences and nonparticipation in class. The student must fill out the paper work to drop-not the instructor. (See "Withdrawal from Classes for Non-Attendance." Page 21 of the College catalog.)

This syllabus is subject to revision during the semester with prior notification to the student by the instructor.

COMPETENCIES:

DEMONSTRATE THE ABILITY TO ANALYZE, SYNTHESIZE, AND EVALUATE HISTORICAL INFORMATION

- Demonstrate the ability to research specified event through presentation. (Application)

DEMONSTRATE RESEARCH AND WRITING SKILLS, INCLUDING THE ABILITY TO: INTERPRET PRIMARY AND SECONDARY SOURCES, EVALUATE THE VALIDITY OF SOURCES, ANALYZE HISTORICAL PERSPECTIVES, AND RECOGNIZE CHANGE OVER TIME

- Describe the differences between primary and secondary sources. (Knowledge)
- Demonstrate the ability to evaluate the validity of sources and analyze historical perspectives through presentation. (Application)

DESCRIBE MAJOR INDIGENOUS CULTURES OF NORTH AMERICA AND EVALUATE THEIR IMPACT

- Describe and locate the Native American Mound Builders of the Ohio and Mississippi River valleys, the Pueblo dwellers of the southwest, and the woodland Indians of the east Coast. (Comprehension)
- Describe Native American attitudes toward and beliefs about the natural world, wealth, community, family, and men and women. (Comprehension)
- Compare and contrast the values and lifestyles of the three worlds-red, white, and black-that met in the Americas early in the sixteenth century. (Analysis)
- Evaluate the outcomes of that collision for each world. What do you think and feel about these outcomes? (Evaluation)

DESCRIBE AND ANALYZE SIGNIFICANT POLITICAL, SOCIAL, ECONOMIC, AND DIPLOMATIC DEVELOPMENTS OF THE EUROPEAN EXPLORATION AND COLONIZATION OF NORTH AMERICA

- Describe the impact of the European conquest of the Americas on the Native American Indian population. (Comprehension)
- Explain the political, economic, and religious changes in early modern Europe that led to the exploration and eventual settlement of North America. (Comprehension)
- Locate on a map the names and routes of the most significant Iberian, English, French, and Dutch explorers and conquerors in the fifteenth and sixteenth centuries. (Knowledge)
- Compare and contrast the cultures of Spain and England, and their motivations for settling the Americas. (Analysis)
- Locate the various distinct settlements on a map of the Atlantic Coast, in particular Jamestown and the Chesapeake Bay tobacco area, Roanoke Island, Charleston, Plymouth, Boston, and Massachusetts Bay, New York, the Hudson River, Delaware, the

Connecticut and James rivers, and Philadelphia and the greater Pennsylvania settlement. (Knowledge)

- Compare and contrast the reasons and motivations for the settlement of each of the five main colonies. (Analysis)
- Debate whether you think utopian idealism or economic necessity was a more important motivation in the settlement and development of the English colonies. (Analysis)
- Give three reasons for the transformation of the Chesapeake labor force in the late seventeenth century. (Application)
- Describe the course and consequences of King Phillip's War in New England. (Comprehension)
- Describe the changing population, social patterns, and daily life of the Chesapeake tobacco coast in the seventeenth century, (Comprehension)
- Describe the beliefs, social patterns, and the character of village life of the New England Puritans in early seventeenth century Massachusetts. (Comprehension)
- Analyze the major features of economic and social life in seventeenth century New York and Carolina. (Analysis)
- Describe the Quaker beliefs and the efforts to build a peaceable kingdom in William Penn's settlement in Pennsylvania. (Comprehension)
- Describe the social and economic differences between the tobacco and rice coasts and the backcountry. (Comprehension)
- Describe the urban social structure, including the merchant's pivotal role, and the work pattern and attitudes of urban artisans. (Comprehension)
- Describe the relationship of each of the five settlements with the Native American Indians of that region. (Comprehension)
- Compare the essentials of daily life, including the lives of women, in each of the five settlements in the seventeenth century. (Analysis)
- Describe the slave trade in the seventeenth century. (Comprehension)
- Explain three ways in which the presence of black slaves altered the direction of American society. (Comprehension)
- Describe cultural features of African Americans in the Seventeenth century. (Comprehension)
- Analyze how the conflicts between Englishmen and Africans and Native Americans, among Englishmen themselves, and between the British and other European nations changed the relations among white, black, and red people in the New World. (Analysis)
- Describe the cultural changes of the interior Indian tribes as a result of their contact with French, Spanish, and English settlements on economic, social, and domestic life; on their relation to the environment; on political organization; and on intertribal tensions. (Comprehension)
- Describe northern farm society and its most important social characteristics and problems, including family life and the ways in which the roles and rights of women changed in the colonies. (Comprehension)
- Appraise the social and political nature of the southern gentry. (Evaluation)
- Analyze how the changing mixture of ethnic, racial, religious, and regional settlements in North America, as well as class differences, provided awkward incongruities and threats of social unrest in the various societies of the New World. (Analysis)

- Describe urban class structure and compare it to rural class structure. (Comprehension)
- Summarize the ways in which economic and social changes affected people's lives both by increasing opportunities and benefits and by separating people from one another. (Comprehension)
- Describe the course and consequences of Bacon's rebellion in Virginia. (Comprehension)
- Explain the key ideas England used to organize her empire. How was control affected by the Glorious Revolution? (Comprehension)
- Name the major immigrant groups coming to the colonies in the early eighteenth century. (Knowledge)
- Describe the social background of the major immigrant groups coming to the colonies in the early eighteenth century. (Comprehension)
- Identify the destinations of the immigrants on the map. (Knowledge)
- Summarize the relative opportunities for social and economic advancement of the immigrants who settled in the American colonies. (Comprehension)
- Explain the major events and message of the Great Awakening, including its comparative impact on New England and the southern colonies and its effect on Colonial political life. (Comprehension)
- Compare and contrast the development and maturing of English society in the farming northern colonies, in the plantation south, and in the colonial cities. (Analysis)

<p>TRACE AND EVALUATE CAUSES, DEVELOPMENTS AND CONSEQUENCES OF THE AMERICAN REVOLUTION</p>

- Describe the major developments and consequences of the Seven Years' War. (Comprehension)
- Examine the foundations of colonial political structures and ideology, including what colonists meant by a political balance of power and how it matched the reality of ideology and local political arrangements. (Analysis)
- Describe the steps in the crisis with England between 1763 and 1776 leading to the War for American Independence. (Comprehension)
- Explain the essential issues and elements involved in the ideology of revolutionary Republicanism. (Comprehension)
- Describe the grievances and concerns of ordinary Americans between 1763 and 1776, explaining how urban people, women, and farmers understood their "liberties" and "natural rights" in the early 1770's. (Comprehension)
- Analyze the two revolutions going on in the British colonies between 1763 and 1776, Explaining the main characteristics of each and indicating which revolution you think motivated the American people more in the 1760's and 1770's. (Analysis)
- Describe the economic costs of the war to commerce, agriculture, and manufacturing. (Comprehension)
- Explain how the war affected slaves, Loyalists, and Native Americans, especially the Iroquois. (Comprehension)
- State the ways in which Americans were politicized in the Revolutionary era. (Knowledge)
- Describe the major British and American strategies in the American Revolution and state how well they worked. (Comprehension)

- Explain five reasons why the Americans defeated the British and won the war. (Comprehension)

<p>DESCRIBE AND ANALYZE SIGNIFICANT EVENTS IN THE CREATION OF THE AMERICAN REPUBLIC</p>

- Describe the terms of the land ordinances of 1785 and 1787 and the ideas behind the conquest theory. (Comprehension)
- Illustrate the steps taken by Robert Morris to deal with the national debt. (Application)
- Explain the causes and consequences of Shays' Rebellion. (Comprehension)
- Describe the reasons for dissatisfaction with the Articles of Confederation. (Comprehension)
- List the questions that the early republican politicians (or anyone, for that matter) asked when thinking about creating new governments. (Knowledge)
- Analyze how the American people made the shift from separating from an imperial system to the creation of a republican form of government. (Analysis)
- Show how well Americans were able to fulfill their revolutionary republican ideology in the war and the postwar era. (Application)
- Describe the reasons for dissatisfaction with the Articles of Confederation. (Comprehension)
- Describe the different political and social perspectives of the Federalists and Anti-Federalists. (Comprehension)
- Describe the major arguments of Federalists and Anti-Federalists in the debates over Ratification of the Constitution. (Comprehension)
- Explain the reasons for the success of the Federalists in writing and securing the ratification of the Constitution. (Comprehension)
- Describe the Bill of Rights and its significance. (Comprehension)
- Explain Hamilton's view of the proper role of government, his financial plan, and the fate of each proposal. (Comprehension)
- Analyze how the Constitution changed and strengthened the government that had existed under the Articles of Confederation. (Analysis)
- Compare and contrast the differing ideological positions and visions of the Federalists and Democratic-Republicans of the 1790's. (Analysis)
- Describe three ways in which political culture changed between the early 1820's and 1840. (Comprehension)

<p>DESCRIBE AND ANALYZE SIGNIFICANT POLITICAL, SOCIAL, ECONOMIC, AND DIPLOMATIC DEVELOPMENTS OF THE EARLY REPUBLIC</p>
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- Explain the major events of George Washington's administration, including the causes of the Whiskey Rebellion. (Comprehension)
- Describe the social composition, political principles, and activities of the Democratic-Republican societies. (Comprehension)
- Explain three measures Jefferson took to reshape and change the Federal government. (Comprehension)

- Explain the reasons why Jefferson believed agricultural life was essential to political liberty. (Comprehension)
- Show how changing land acts affected settlement of the public domain. (Application)
- Explain the significance of reform efforts and the impact on society. (Comprehension)
- Explain the causes and significance of the Louisiana Purchase. (Comprehension)
- List and explain major factors contributing to economic growth and explain how changes in transportation were of critical importance. (Knowledge)
- Define the term *industrialization*. (Knowledge)
- Identify the parts of the United States where industrialization took hold between 1830 and 1860. (Knowledge)
- Describe urban class structure and compare it to rural class structure. (Comprehension)
- Explain the process of establishing a family farm on the Midwestern frontier. (Comprehension)
- Analyze the contribution of non-tangible factors to economic growth. (Analysis)
- Show how Cincinnati illustrates the uneven process of industrialization and the emergence of new types of work and new workers. (Application)
- Compare and contrast the work/labor situation in Cincinnati with the Lowell system. (Analysis)
- Explain the connection between religious revivalism and reform efforts to erase social evils. (Comprehension)
- Describe three ways in which political culture changed between the early 1820's and 1840. (Comprehension)
- Analyze the roles of men and women on the Overland Trail. (Analysis)
- Describe the major domestic and foreign crises of the administration of John Adams. (Knowledge)
- Summarize the causes and significance of the War of 1812. (Comprehension)
- Describe the causes and significance of the Monroe Doctrine. (Comprehension)

<p>DESCRIBE AND ANALYZE SIGNIFICANT POLITICAL, SOCIAL, ECONOMIC, AND DIPLOMATIC DEVELOPMENTS, INCLUDING TERRITORIAL EXPANSION AND SECTIONALISM, OF ANTEBELLUM AMERICA</p>

- List several evils that Americans wanted to reform in the 1830's and 1840's and the major influences that contributed to the reform impulse. (Knowledge)
- Describe some of the purposes, patterns, and problems that cost utopian communities shared. (Comprehension)
- Describe the major goals, tactics, and problems in the antebellum reform movements for temperance, abolitionism, and women's rights. (Comprehension)
- Analyze how Jacksonian politicians and social reformers both opposed one another and had much in common. (Analysis)
- List four ways in which white emigration affected the livelihood of the Native Americans east of the Mississippi. (Knowledge)

- Analyze the Indian removal Act and its effect on Native Americans east of the Mississippi River. (Analysis)
- List the sequence of events resulting in the acquisition of Texas, New Mexico, California, and Oregon. Locate on a map and date the major territorial acquisitions of the United States between 1803 and 1853. (Knowledge)
- Describe the typical emigrant and three motives leading to the decision to migrate to the Far West. (Comprehension)
- Compare and contrast opportunities on the mining and farming frontiers. (Analysis)
- Explain four proposals for dealing with the territories acquired in the Mexican War. (Comprehension)
- Describe the socioeconomic class variations of slaveholding patterns in the Old South. (Comprehension)
- Explain the distribution of slaveholders and non-slaveholders in the South. (Comprehension)
- Describe the burdens of slavery from the perspective of the slaveholders. (Comprehension)
- Explain five ways in which slaveholders justified slavery. (Comprehension)
- Evaluate who was "free" in southern antebellum society. (Evaluation)
- Describe a typical day on the plantation for slave men and women, both in the house and in the fields. (Comprehension)
- Explain the nature of black family life and culture in the slave quarters, including how religion, music, and folklore gave the slaves a sense of identity and self-esteem. (Comprehension)
- List five ways in which the slaves protested and resisted their situation. (Knowledge)
- Diagnose the arguments for and against slavery from the perspective of southern slaveholders, non-slaveholding Southerners, northern whites, slaves, and freed blacks. (Analysis)
- Describe the differing cultural values of the South and North and each section's view of the other, and explain why these cultural differences led to civil war. (Comprehension)

<p>TRACE AND EVALUATE CAUSES, DEVELOPMENTS AND CONSEQUENCES OF THE CIVIL WAR</p>

- Explain the four provisions of the Compromise of 1850. (Comprehension)
- Describe the course of the Kansas-Nebraska act and how it affected politics and sectional animosities in the mid-1850s. (Comprehension)
- Show how the events in Kansas in 1855 and 1856, the Dred Scott case, the emotional events of 1859-1860, and the election of Lincoln led to the secession crisis and the outbreak of the Civil War. (Application)
- Explain the development and significance of each of the four causes of the Civil War, citing four or five specific examples for each. (Comprehension)
- Describe the participation of women and African Americans in the war. (Comprehension)
- Evaluate the four causes; indicating which ones (or one) you think were most significant in explaining why the North and South went to war in 1861. (Evaluation)
- Compare and contrast the balance of resources in the North and the South at the war's beginning and its end. (Analysis)

- State the significance of the Border States to both the Union and the Confederacy. (Knowledge)
- Explain the basic military strategies of each side. (Comprehension)
- List the various manpower and financial measures taken by the Confederate and Union governments during the course of the war. (Knowledge)
- Analyze the impact of the Emancipation Proclamation on the course of the war and on race relations. (Analysis)
- Examine the social, political, and economic impact of the war on both northern and southern societies and show how the South became increasingly similar to the North. (Analysis)
- Analyze why the North won the Civil War and the South lost it. (Analysis)

DESCRIBE THE ERA OF RECONSTRUCTION AND EVALUATE ITS IMPACT
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- Explain the 3 phases of Reconstruction; Presidential, Congressional, and the Redemption. (Knowledge)
- Explain the differences between Lincoln's Ten Percent Plan and the Wade-Davis Bill. (Comprehension)
- Analyze the plight of the freed person. (Analysis)
- Describe Johnson's Restoration. (Comprehension)
- Compare and contrast the differences between Black Codes and the Slave Codes of the pre-war South. (Analysis)
- Explain Radical or Military Reconstruction. (Comprehension)
- List the thirteenth, fourteenth, and fifteenth amendments. (Knowledge)
- Explain the Radicals campaign to impeach Andrew Johnson. (Comprehension)
- Analyze the creation and legacy of Jim Crow Laws. (Analysis)
- Explain the election of 1876 and the end of Reconstruction. (Comprehension)