COURSE INFORMATION

COURSE TITLE
HIS121: U.S. History to Reconstruction

COURSE DESCRIPTION
Explores trends within events, peoples--including Native American--groups, ideas, and institutions in North America and the United States to Reconstruction. This class focuses on developing, practicing, and strengthening skills historians use while constructing knowledge and studying a diverse set of narratives through perspectives such as gender, class, religion, and ethnicity. This is a statewide Guaranteed Transfer course in the GT-HI1 category.

CREDIT HOURS
3.0

GT PATHWAYS
The Colorado Commission on Higher Education has approved HIS121 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- HI1 category. For transferring students, successful completion with a minimum C‒ grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum. For REQUIRED SYLLABUS information that is to be included on all syllabi starting Fall 2018 go to Required Course Syllabus Language.

This course is one of the Statewide Guaranteed Transfer courses.

- HIS121 Required Syllabus Info HI1
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

Your textbook and all course reading material is available online as an eText. You do not need to purchase any materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED eTEXT

The primary text for this course is *The American Yawp*, however, students will not be reading this in its entirety. If you would like to access the textbook in its entirety online you may find it here:


Holds a CC-BY-SA license.

Some supplemental material from:


LIBRARY ACCESS

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
**COURSE COMPETENCIES AND OUTCOMES**

**STUDENT COMPETENCIES**

The competencies you will demonstrate in this course are as follows:

A. Reference secondary and tertiary sources to construct knowledge and to develop context.
B. De-construct complex and multiple sources of information into basic historical concepts.
C. Recognize the impact of continuity and change of historical perspective in context of time and space in United States History to Reconstruction.
D. Develop narrative structures and arguments based on evidence.
E. Compare and contrast how peoples, groups, cultures, and institutions change over time in United States History to Reconstruction.
F. Analyze events in United States History to Reconstruction in historical context to illustrate how social, cultural, gender, race, religion, nationality, and other identities affect historical perspectives.
G. Use diverse resources for historical research, including libraries, databases, bibliographies, and archives.
H. Identify perspectives in historical interpretation using secondary sources.
I. Identify types of primary sources, their perspective, and purpose of their author.
J. Create substantive writing samples that employ critical analysis of primary and secondary sources with appropriate citations.
K. Construct knowledge by developing historical narratives from primary and secondary sources, maps, and/or artifacts.

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduce self to peers and instructor and discuss why we study history. (A, D)</td>
<td>(A, D)</td>
</tr>
<tr>
<td>2 Identify one primary and one secondary source related to the source content and describe how historians would use selected sources.</td>
<td>(B, D, H, I)</td>
</tr>
<tr>
<td>3 Evaluate the historical development of North America prior to and during the colonization era.</td>
<td>(A, B, C, D, E, F, K)</td>
</tr>
<tr>
<td>4 Identify the sources of conflict between English immigrants and Native Americans during the colonization era.</td>
<td>(A, B, C, D, E, F, K)</td>
</tr>
</tbody>
</table>
5 Explain the impact of contact and interchange between the Old World and the New World.
6 Examine the need for labor and the origins of American slavery.
7 Evaluate the effect of religious life, and the First Great Awakening on the development of American identity.
8 Select a research topic pertinent to the course content and write a research paper proposal for instructor approval.

Module 2

Outcomes
1 Examine the philosophical and economic problems preceding the American Revolution.
2 Identify and explain the military and diplomatic course of the American Revolution.
3 Describe the impact of revolutionary events on minorities.
4 Identify the problems and successes of writing the US Constitution.
5 Compare and contrast primary source interpretations of the Boston Massacre.
6 Create an annotated bibliography of primary and secondary sources for the final project formatted correctly in one of the approved formats (MLA, APA, or Chicago Style for Humanities).

Competencies
(A, B, C, D, E, F, K)
(A, B, C, D, E, F, K)
(A, B, C, D, E, F, K)
(A, B, C, D, E, F, K)
(G, I, J, L)
(D, H, I, K)

Module 3

Outcomes
1 Define historiography, identify two of the historical debates of the American Revolution and defend one.
2 Review important events under the administrations between Washington and Jackson.
3 Reflect on learning in the first half of the course. Discuss an event or idea that was a surprise and explain why.
4 Compose a closed argumentative thesis statement and a full-sentence outline of the final project supported by evidence from selected sources.

Competencies
(A, B, C, D, G, K)
(B, E)
(C, K)
(D, G, J, K)
### Module 4

**Outcomes**
1. Examine the consequences of westward expansion.
2. Describe the development of the US economy and industrialization in the early 19th century and its connection to the rise of American popular culture.
3. Discuss Antebellum reform movements and the Second Great Awakening.
4. Explain the effects of slavery on the life of the country and the growing opposition to slavery in the Antebellum era.
5. Write a draft of a historical research paper project and identify the elements of a good peer review process.

**Competencies**
- A, B, C, D, E, F, K

### Module 5

**Outcomes**
1. Explain the South’s decision to secede from the Union.
2. Describe the major battles and technology of the Civil War.
3. Analyze the economic and social consequences of the Civil War for both the North and the South.
4. Peer review two of your classmates’ drafts and provide substantive structured feedback.
5. Evaluate and compare a primary and secondary source on the same topic/event.

**Competencies**
- A, B, C, D, E, F, K
- B, D

### Module 6

**Outcomes**
1. Assess the successes and failures of Reconstruction.
2. Assess your learning during the term and the nature of US History.
3. Compose and revise a final draft of a historical argumentative research paper project on selected topic incorporating feedback from instructor and peer reviews.

**Competencies**
- A, B, C, D, E, F, K
- A, D, G, J, K
GRADING AND EVALUATION

METHODS
Evaluation includes a combination of discussion participation, assignments, and other evaluation. Rubrics are provided for assignments and discussions.

GRADING POLICIES
Mark all Module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Written assignments submitted through the Assignment folder may be submitted up to five days late with no penalty, with the exception of the Final Project which is due the last day of class. Written assignments will not be accepted late after this five-day grace period. No late work will be accepted for the discussions. Discussions are designed for students to discuss module concepts in the week they are covered; therefore, discussions cannot be submitted after their due date.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Reflection Discussions (3 @ 10 points each)</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td>Content Discussions (5 @ 45 points each)</td>
<td>225</td>
<td>23%</td>
</tr>
<tr>
<td>Source interpretation Discussions (2 @ 45 points each)</td>
<td>90</td>
<td>9%</td>
</tr>
<tr>
<td>Historiography Discussion (1 @ 45 points each)</td>
<td>45</td>
<td>4%</td>
</tr>
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</table>

Assignments:
- Research topic selection/proposal paper – 2.5% (25 points)
- Research Annotated Bibliography – 7.5% (75 points)
- Thesis Statement Draft and full sentence outline – 7.5% (75 points)
- Research paper rough draft – 10% (100 points)
- Peer review discussion – 6% (60 points)
- Primary Source and Secondary Source Analysis and Comparison worksheet and paper – 12.5% (125 points)
- Research paper final draft – 15% (150 points)

Subtotal of paper | 610 | 61% |

TOTAL | 1000 | 100% |

Grading Scale
A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below
**DISCUSSIONS**

There are three types of discussion: Content, Source Interpretation, and Reflection (Metacognition). Additionally, there are two very specific discussions – one on historiography and one structured peer review.

The purpose of the content discussion is to acquire information from multiple sources and break them down in order to create a clearer understanding of the issues related to that module’s topics. You will then incorporate the sources into an argument about the problems presented.

The purpose of the source interpretation discussion is to construct knowledge of the discipline of history, to identify types of primary sources and the issues of working with them, and to recognize different historical interpretations evident in secondary sources.

Finally, the reflection (metacognition) discussions are meant to provide a moment for you to reflect on your learning and that of your peers.

**All discussions** except Reflections require evidence from historical sources (primary and/or secondary depending on the discussion) to support your answers, and each discussion posting should be at least 300 words. The evidence must be cited correctly in either APA, MLA, or Chicago Style for Humanities, and all parts of the questions answered.

For further information on how you will be graded for your participation in the course discussions, see the rubrics.

**ASSIGNMENTS**

You will be writing a 5-7 page historical research paper (around 1500-2100 words). This is a scaffolded assignment and you will have different deliverables throughout the term.

You are to choose a topic of history covered in this course (Prehistory to Reconstruction). Your topic should be narrow and deep rather than broad and encyclopedic, and there should be a number of primary sources available for you to consider in your analysis. Your instructor will provide you with feedback on how to arrive at a suitably narrow subject. One of your first assignments will be selecting a research topic and writing a brief proposal for approval.

The purpose of the Research Project is to learn to do original research, to synthesize and evaluate evidence and to write a substantive paper and present it. The audience for this analysis is any educated person: me, your classmates. The tone should be formal and dignified, but without pretentious big words.

The other major assignment is a Primary and Secondary Source Analysis and Comparison. There will be two components to this assignment – a worksheet to help you visualize the elements needed for a true analysis and comparison and an
essay. Primary and secondary sources are the lifeblood of a historian and analyzing these sources meets key competencies of our course.

**Plagiarism**

Plagiarism is the practice of taking someone else’s work and presenting it as your own. All assignments at CCCO are run through a plagiarism checker. See the CCCOnline policy on Academic Integrity on the Course Policies Page in the Syllabus for more information.

**Extra Credit**

There is no extra credit in this class.
COURSE SCHEDULE

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, discussions, quizzes, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module Assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

### MODULE 1

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<tr>
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<tr>
<td>Module 1 eText: How to Study History</td>
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<tr>
<td>Module 1 eText: First Peoples, European Colonization, and the Colonial Era</td>
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<tr>
<td>Module 1 Discussion 1: Introductions/Why Study History/Primary and Secondary sources Initial Posts</td>
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<tr>
<td>Module 1 Discussion 2: European Settlement Initial Posts</td>
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<tr>
<td>Module 1 Discussion 1: Introductions/Why Study History/Primary and Secondary sources Peer responses</td>
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<tr>
<td>Module 1 Assignment: Research Topic Selection and Proposal</td>
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### MODULE 2

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<td>Module 2 eText: How to do Research in History</td>
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<td>Module 2 eText: The American Revolution and Constitution</td>
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<tr>
<td>Module 2 Discussion 1: The American Revolution and Constitution Initial Posts</td>
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<tr>
<td>Module 2 Discussion 2: The Boston Massacre Initial Posts</td>
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<tr>
<td>Module 2 Discussion 1: The American Revolution and Constitution Peer responses</td>
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<td>Module 2 Assignment: Research Annotated Bibliography</td>
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### MODULE 3

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<tbody>
<tr>
<td>Module 3 eText: How to Write a Thesis Statement for History</td>
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<tr>
<td>Module 3 eText: Historiography</td>
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<td>Module 3 eText: The New Nation and the Early Republic</td>
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<tr>
<td>Module 3 Discussion 1: Historiography of the American Revolution Initial Posts</td>
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<tr>
<td>Module 3 Discussion 2: Reflection (Metacognition) Initial Posts</td>
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<tr>
<td>Module 3 Discussion 1: Historiography of the American Revolution Peer responses</td>
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<tr>
<td>Module 3 Assignment: Thesis Statement Draft and Outline</td>
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MODULE 4

**Reading/Assignments/Exams**
- Module 4 eText: The Antebellum Era
- Module 4 eText: How to Peer Review
- Module 4 Discussion 1: The Amistad Affair Initial Posts
- Module 4 Discussion 2: The Second Great Awakening Initial Posts
- Module 4 Discussion 1: The Amistad Affair Peer responses
- Module 4 Discussion 2: The Second Great Awakening Peer responses
- Module 4 Assignment: Research Paper Rough Draft

**MODULE 5**

**Reading/Assignments/Exams**
- Module 5 eText: Primary and Secondary Source Analysis
- Module 5 eText: Division and Civil War
- Module 5 Discussion 1: Peer Review Initial Posts
- Module 5 Discussion 2: The Civil War Initial Posts
- Module 5 Discussion 1: Peer Review responses
- Module 5 Discussion 2: The Civil War Peer responses
- Module 5 Assignment 1: Primary and Secondary Source Worksheet
- Module 5 Assignment 2: Primary and Secondary Source Analysis and Comparison Essay

**MODULE 6**

**Reading/Assignments/Exams**
- Module 6 eText: Reconstruction
- Module 6 Discussion 1: Reconstruction Initial Posts
- Module 6 Discussion 2: Reflection (Metacognition) Initial Posts
- Module 6 Discussion 1: Reconstruction Peer responses
- Module 6 Discussion 2: Reflection (Metacognition) Peer responses
- Module 6 Assignment: Research Paper Final Draft

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