

University of Houston-Downtown

Course Prefix, Number, and Title: HIST 1305: United States History to 1877

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: American History

Prerequisites: Enrollment in or completion of ENG 1301

Co-requisites: None

Course Description: This course examines past events and ideas relative to the United States before 1877. It involves the interaction among individuals, communities, states, the nation, and the world and considers how these interactions have contributed to the development of the United States. (This course satisfies 3 of the 6 hours of American history mandated by the state of Texas.)

TCCNS Number: HIST 1301

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Personal Responsibility	1. Evaluate and analyze historical perspectives, using primary and secondary sources, in light of their historical context. Explain how events in the past influence current events.	<p>Students will examine primary and secondary sources regarding the pre-1877 US history, and, with the aid of lecture and/or class discussion, will evaluate historical perspectives in relation to their time and place and identify connections between past and present.</p> <p>For example, students might relate contemporary portrayals of the United States as a force for good in world affairs (i.e., as an example of democracy) to the ideas of mission and manifest destiny that appear in colonial- and revolutionary-era and nineteenth-century documents. Or students might compare contemporary debates over equality (say, over marriage equality) with previous debates over the equality of white males,</p>	<p>Essay exam, paper, or short writing assignment. The course may also utilize objective quizzes or exams may be utilized in addition to the written component.</p> <p>Example Syllabus: Paper tests over ability to evaluate/analyze both primary and secondary sources.</p> <p>Quizzes test reading comprehension of primary and secondary sources</p> <p>Exams test ability to analyze and evaluate class material and comprehend connections between events, people, etc. and larger developments and</p>

		African Americans, and women in the decades following the American Revolution.	themes in US history
Critical Thinking Communication Social Responsibility Personal Responsibility	2. Analyze historical perspectives on ethical issues.	<p>Students will discuss and analyze the historical context for at least one major historical decision that contained strong ethical implications and relevance to pre- 1877 U.S. history. Students will discuss debates among historical actors that involved an ethical dimension while being sensitive to context and avoiding presentism.</p> <p>For example, students might study the debate between opponents and advocates of slavery in the eighteenth- and nineteenth-century U.S. Students will analyze the various dimensions of the debate (moral, political, economic, social) and wrestle with the question of why so few Americans embraced immediate abolition , although the position seems easy to embrace today.</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: Exam 2 requires short essay explaining ethical reasoning for or against immediate the immediate abolition of slavery. Students need to be prepared to argue the issue from the perspectives of radical abolitionists, moderate northerners, and proslavery advocates.</p>
Critical Thinking Communication	3. Effectively communicate in writing, orally, and visually, the analysis of historical questions and their results.	The instructor will provide written guidelines that outline her or his expectations regarding written, oral, and visual communication. Students will apply their knowledge of those standards and any further guidance supplied by the instructor regarding improvement of communication skills, such as thesis and topic sentence development. Students will effectively express their understanding of textual and A/V source materials. In written work or class discussion, students may be expected to demonstrate their facility in interpreting and/or producing visual images, such as	<p>Writing: paper or in-class essay</p> <p>Oral: participation in class discussion or group activity, oral presentation, or oral history interview.</p> <p>Visual: class presentation, part of grade for written work, or stand-alone assignment</p> <p>Example Syllabus : Writing: paper and exam short essays</p> <p>Oral: class discussion grade</p>

		<p>maps, charts, or tables.</p> <p>Examples: The use (1) of maps to understand patterns of American expansion; (2) of pictorial staging of prominent events in American history; or (3) of graphs and tables to understand various patterns of development in the U.S.</p>	<p>Visual: component of paper grade</p>
<p>Critical Thinking</p> <p>Personal Responsibility</p> <p>Social Responsibility</p>	<p>4. Analyze cause-and-effect relationships and discuss the effects of multiple causations upon historical events.</p>	<p>With lecture and/or reading, students will examine a range of explanations as to the causes of various historical developments and events related to pre-1877 US history. Students will distinguish between proximate and long term causes in analysis of causation.</p> <p>Examples: Students will examine the ways in which motivations of colonial-era settlers shaped the developments of Chesapeake, New England, and Middle colonies. Students' exploration of the rise of slavery in Virginia requires students to distinguish between proximate causation (Bacon's Rebellion) and long-term factors such as decline mortality and morbidity rates in the seventeenth-century Chesapeake.</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus : 1 essay Compare and contrast the development of colonial settlements in light of the motivations of the people who settled them or analyze the rise of slavery in colonial Virginia.</p>
<p>Critical Thinking</p> <p>Communication</p>	<p>5. Compare and contrast how different cultures or subgroups interpret, perceive, or experience historical events.</p>	<p>Students will be presented in lecture and reading with the shared and divergent views or experiences of various cultural groups in the American past.</p> <p>For example, one might compare and contrast the perceptions of the American Revolution from the perspective of antebellum Northerners and Southerners, (and African Americans and women as well).</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus : Paper requires compare/contrast competing interpretations of the meaning of the American Revolution.</p>

<p>Critical Thinking</p> <p>Communication</p> <p>Personal Responsibility</p>	<p>6. Relate events and ideas to change over time and across a broad survey of United States or Texas history.</p>	<p>On the basis of lecture and/or reading, students will identify significant events and ideas in US history and their relationship to larger changes across time, including democratization, expansion, the emergence of a market economy, and the rise and fall of slavery.</p>	<p>Essay exam, paper, or short writing assignment, or objective quizzes or exams.</p> <p>Examinations, oral or written summaries, or classroom discussions.</p> <p>Example Syllabus: Exam 3 multiple-choice question:</p> <p>Which of the following factors best explains the success of the Republican Party in the Election of 1860:</p> <p>a. A conviction that the expansion of slavery was incompatible with the ideals of the American founding.</p> <p>b. A belief that slavery was a drag on the economic development of the U.S.</p> <p>c. A belief that a “Slave Power Conspiracy” planned to capture the government and undermine American democracy.</p> <p>d. The use of antislavery arguments that did not require one to embrace ideals of racial equality.</p> <p>e. All of the above.</p>
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Course Outcomes: See outcomes above.

Course Outline:

- The Chesapeake Colonies
- New England Colonies
- The Restoration and the Middle Colonies
- The Southern Colonies and Slavery
- Mainland British North America in the Eighteenth Century
- Toward Revolution

- The American War for Independence
- Peace and the Critical Period
- Washington, Hamilton, Jefferson
- Adams, Jefferson, and the Election of 1800
- Expansion, Commerce, and War
- The Era of Good Feelings and the Transformation of Politics
- The Market Revolution in America
- Transformations in the North
- Transformations in the South
- The Presidency of Andrew Jackson
- Nullification and Indian Removal
- Reforming American Society
- Expansion and the Mexican War
- Slavery, Expansion, and Sectional Conflict
- Civil War Begins . . .
- . . . And Continues
- Presidential Reconstruction
- Radical Reconstruction
- The Retreat from Reconstruction

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Course Grade	A: 90-100	B: 80-89	C: 70-79	D: 60-69	F: 0-59
Summary of Course Exams, Quizzes, Activities, and Final					
	Paper		20% of the course grade		
	Class Discussion (10)		10% of the course grade		
	Content Quizzes (10)		10% of the course grade		
	Exams (3)		60% of the course grade		