



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
Department of History

UNC Dual Enrollment at Bennett High School

HIST 100-682: Survey of American History from Its Beginnings to 1877

Fall 2020 Semester

Instructor: Marty Van Buskirk

Email: marty.vanbuskirk@unco.edu

University of Northern Colorado Credits:3; (LAC, gtP*)

Bennett High School Credits: .5

Prerequisites: None

Catalog Description:

Survey of American history through Reconstruction to examine efforts to found New World communities, gain an American identity, secure independence and to define and secure the union under a federal government.

Required Texts & Materials

Alan Brinkley, *The Unfinished Nation*, Vol. 1. ISBN: 978-1259287121

Additional Readings WILL be posted on Canvas.

Course Description and Goals

History 100 is a lower level survey of United States History from its beginnings to 1877. This course is intended to introduce students to the study of history through the topic of America, from its beginnings through Reconstruction with the aim of developing historical thinking skills and learning the content of history. The intent is to give the student not only a firm grasp of American history but also a solid understanding of why these events were, and still are, important. The course will examine these developments chronologically with particular emphasis placed upon foreign and domestic political, economic and military policies, as well as the evolution of industry and society. It is hoped that students will develop critical thinking skills that will be relevant to the student long after completing the course, regardless of their major or eventual career path.

Student Learning Outcomes:

- Students will acquire a basic understanding of historical changes in American History before 1877.
- Students will recognize that historical narratives are constructed by historians and change over time.
- Students will discuss historical questions in written and oral form.
- Students will learn to recognize the difference between primary and secondary sources and begin to think critically and analytically about the past.
- Students will compose an outside paper, driven by an argument and supported by historical evidence.

Course Requirements

- Attendance is expected and will be part of Participation/Engagement grade.
*Please be prompt.
- Students are expected to be engaged with course readings, lectures, and discussions.
- Reading is essential to your learning and will make the class better.
*Please keep up with your reading each week.
*Come to class ready to discuss what was confusing to you, what was interesting to you, or any readings that challenged your perspective.
- Students should demonstrate professional behavior and respect toward the instructor and fellow students.
- Students should be paying attention in class and not engaging in other activities that have nothing to do with the class, i.e. texting, inappropriate or unwarranted chatting with fellow students, playing on the internet, listening to music devices, working on assignments for other classes, sleeping, etc.
- Unless you have extenuating circumstances, you are expected to take all exams and quizzes at their scheduled times.
*Let me know prior to the date if you must miss it.
- All assignments are to be turned in the day they are due, or if you must miss the class, assignments are due the class day before they are due.
- Cheating on tests &/or plagiarizing on papers is unacceptable and will result in a failing grade.

Evaluation & Grading

Journals

We will have several entry journal topics at the beginning of class. There will be a time of completion of 10 to 15 minutes and turned in to Canvas. These will be worth **10-20 pts. each.**

Quizzes

Quizzes may be administered over podcasts, primary sources, readings, and content from class. There will be a minimum of 5 quizzes administered. Some of these will be announced, however some will not be announced. These will be multiple choice and matching questions given through Canvas. **Quizzes are worth 20 points each.**

Analytical Essays

There will be a maximum of 4 essays required. These essays will require you to use primary sources and other materials given to answer the prompt questions. These questions are a chance for you to work, think, and write like a historian. More specific directions will be handed out in class and posted on Canvas. Most of these essays need to be 2 ½ -3pages typed and double-spaced providing sources when needed. **Essays are worth 50-80 points each.**

Projects

There will be a minimum of 4 creative projects given. **Projects will be worth 50-80 points each.**

Historical Narrative Research Paper

Each student will write a historical narrative research paper (details of this paper will be given in class. **This will be worth 200 points.**

Exams

There will be two exam periods (a midterm and a final) Both will consist of an in class multiple choice exam administered through Canvas covering the course lectures, podcasts, readings, and primary sources. Each exam is worth **200 points.**

And/OR

There will also be two timed exams during each midterm and final to be taken at home. Exams will consist of two essay questions, of student's choice, from a list of questions and 5 term identifications, also student's choice, from a group of terms. Each of these will also be worth **200 points**

Participation/Engagement

This segment has the potential to be worth up to **200 points**. Students will have the opportunity to earn daily points with their participation and engagement (asking and answering question, debates, discussions, group activities, etc.) Students will start with 0 and have to earn this grade. I will post every three to four weeks in increments of 50 pts. Points that are earned may also be taken away. This grade will also take into account attendance, tardiness, not turning in assignments, late work, behavior, classroom simulations, primary source readings, maps, **current events**, notebooks, etc. Special days involving group work with primary sources, debates, discussions, etc. will be worth **extra points**.

Notes (Cornel and Guided Notes and Questions)

Your classroom notes must be compiled in a word document and turned in once twice a semester. These will be graded for completeness and proper notetaking. These will be worth **100 pts**.

Home Fun

All assignments will be expected to be turned in on time at the risk of a failing grade and loss of participation points.

All assignments will be available to be downloaded on Canvas.

Notebook

Students will be required to have a 3-4-inch 3 ring binder. This will be very important part of class. The notebook you will need to have 12 dividers with the following labels: Syllabus/Class Information, Current Events, Study Guides, Journal, Cornel/Guided Notes, Graphic Organizers, Maps, Primary Source Documents, Readings, Projects, Videos, Essays and Quizzes/Exams. (Notebooks will be checked periodically at random, this will be part of your participation grade).

Readings (The following primary source documents will be used throughout the semester)

- From the Journal of Christopher Columbus
- Columbus, the Indians, and Human Progress; From: Howard Zinn, "A Peoples History of the United States (1980)
- Columbus Day: A Time to celebrate By Michael S. Berliner, Ph.D.
- Resolves of the Pennsylvania Assembly on the Stamp Act, Sept. 21, 1765
- Letters from a Farmer in Pennsylvania; John Dickinson; 1767-68
- The Declaration of Independence; July 4th, 1776
- Dunmore's Proclamation and the Response of the Virginia; 1775
- Common Sense; Thomas Paine, Jan. 1776
- The Articles of Confederation; 1777
- The Federalist No. 15 "Insufficiency of the Present Confederation to Preserve the Union";1787
- Constitution and Bill of Rights
- Jefferson and Hamilton Writings on the "Elastic Clause" of the Constitution
- Washington's Neutrality Proclamation (1793)
- Hamilton's Letters on the Election of 1800
- Jefferson's First Inaugural Address (1801)
- Jefferson's Letter to the Danbury Baptists (1801)
- Jackson's Veto Message Concerning the Bank of the United States (1832)
- Alexis de Tocqueville, "Democracy in America"
- Charles Dickens, "On Mill Life"

- Correspondence from the Lowell Mill Girls”
- “The Know Nothing American Crusader”, (1854)
- David R. Roediger, *Wages of Whiteness*, 1991, p. 146.
- A Mexican Account of the Battle of the Alamo by Vicente Filisola (1849)
- *'49er* by Luzena Stanley Wilson
- John O’Sullivan, “The Great Nation of Futurity,” 1839.
- Sen. John C. Calhoun, Speech on the Clay Compromise Measures (March 4, 1850)
- Debate in the U.S. Senate Concerning the Fugitive Slave Law *The Congressional Globe* (May 25, 1850)
- Sen. Charles Sumner, “The Crime Against Kansas” (1856)
- Abraham Lincoln’s “House Divided” Speech, June 16, 1858
- Declarations of Causes of Seceding States (Mississippi and Arkansas)
- The Emancipation Proclamation, January 1, 1863
- The Gettysburg Address. (1863), Dec. 18th, 1865
- “O Captain! My Captain” by Walt Whitman
- Mississippi Black Codes
- Speech by Thaddeus Stevens

All assignments and documents will be available to be downloaded on Canvas.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

The specific points needed to earn these grades will be posted through Infinite Campus so that students can check their progress in the course whenever they wish.

Topical Outline

- Unit I-Pre-Columbian America to Colonization
- Unit II-The Revolution
- Unit III-Government
- Unit IV-The Federalists
- Unit V-The Jeffersonian Republic
- Unit VI-The Age of Jackson
- Unit VII-The Crisis of the Union
- Unit VIII-The Civil War and Reconstruction

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor and give appropriate notice. Students are encouraged to contact Disability Support Services at Bennett High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

UNC’s Policies

UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website: <http://www.unco.edu/dean-of-students/>.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the

UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Student Satisfaction Evaluation

Participants will be asked to evaluate the workshop for instructors' knowledge, interest and enthusiasm as well as providing additional information on classes or topics that you would like to see developed as a future offering from UNC.

Dropping or Withdrawing from a UNC Dual Credit Course

Note: Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.

After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.

After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.

If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

***Liberal Arts Core & Colorado gtPathways**

This course satisfies 3 credits from Area 4. (History) of the UNC Liberal Arts Core. This course has been approved by the Colorado Commission on Higher Education for inclusion in the Colorado Guaranteed Transfer Program, gtP. gtP courses automatically transfer to any public institution in Colorado and will continue to count toward general education or other graduation requirements for any liberal arts or science associate or bachelor's degree program IF a grade of C- or higher is recorded. Statewide articulation agreements prescribe specific general education and degree requirements in the following professional degree programs: business, early childhood, elementary education, engineering and nursing. Most other courses not approved for the gtP designation will also be accepted in transfer by other institutions but may not fulfill general education or degree requirements.