



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
Department of History

UNC Dual Enrollment at Platte Valley High School

HIST 100-677 Survey of American History from Its Beginnings to 1877
Fall 2020 1st Quarter

Instructor: Tiffany Kreps

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

Platte Valley High School Credits: .5

Prerequisites: None

Course 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

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

Course Requirements

1. Attendance is expected. Please be prompt.
2. Students are expected to be engaged with course readings, lectures, and discussions.
3. 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.
4. 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.
5. Unless you are dying or in jail, you are expected to take all exams and quizzes at their scheduled times. Call me **prior** to the date if you must miss it.
6. All assignments are to be turned in the day they are due, or if you must miss the class, they are due the class day before they are due. **Papers must be turned in by the beginning of class on the due date.**
7. Cheating on tests &/or plagiarizing on papers is unacceptable and will result in a failing grade.

Evaluation & Grading

Quizzes: Quizzes may be administered over primary sources, readings, and content from class. There will be a minimum of 4 quizzes administered. Some of these will be announced, however some will not be announced. Quizzes are worth 25 points each.

Exams: There will be 4 exams. Exams will be over the course content and the readings. Each exam is worth 100 points.

Written Responses: There will be a question asked that students will be required to answer using the readings and outside resources. The responses need to be **250-500 words** (1 page to 1.5 pages). This will be used to help familiarize you with the Turabian style of formatting your papers. More specific directions will be handed out in class and posted on Moodle. These are worth 25 points.

Rough Draft: There will be a question asked that students will be required to answer using the readings and outside resources. The responses need to be **400 words**. This will be used to help familiarize you with the Turabian style of formatting your papers. More specific directions will be handed out in class and posted to Canvas.

Analytical Essay: These essays will require you to use primary sources posted on Canvas to answer the 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. The essays need to be **725-900 words**. The analytical essay is worth 100 points each.

UNC Grading Scale

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

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.

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 Platte Valley 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.

Course Content & Outline

- Week 1** Introduction to Course
Emergence of an Atlantic World: Europe, Africa, and America
Additional Topics to be discussed: Columbian Exchange, Middle Passage, Slave Trade, Discovery of America, life in America prior to 1492, life in Africa and Asia in 1492, European empires in the Americas, settlement of northern colonies, Jamestown,

mercantilism, relationship between colonies and Native Americans
Readings: Brinkley: Chapter 1; Primary Source readings posted to Canvas

- Week 2** Mastering North America
Growth and Crisis in Colonial Society
Additional Topics to be discussed: Sectionalism in the North & South, Puritans, Salem Witch Craft Trials, Great Awakening, northern and middle colonies, life before the American Revolution
Readings: Brinkley: Chapter 2-3; Primary Source readings posted to Canvas
Primary Sources Quiz 1
- Week 3** Crisis with England
American Revolution
Additional Topics to be discussed: Seven Years War, Boston Tea Party, Declaration of Independence, Boston Massacre, 2nd Continental Congress, major people and battles of the American Revolution, Minute Men, why Americans won, problems facing the young country
Readings: Brinkley: Chapter 4-5; Primary Source readings posted to Canvas
Exam 1
- Week 4** American Constitution & Government System
Topics to be discussed: Articles of Confederation, evolving ideas of liberty, Constitutional Convention and compromises
Readings: Brinkley: Chapter 6; Primary Source readings posted to Canvas
Primary Sources Quiz 2
Rough Draft due
- Week 5** Early Republic: Highlights of the 1st 40 Years of the New Nation
Jacksonian America
Additional Topics to be discussed: Louisiana Purchase, War of 1812, Alexander Hamilton, Thomas Jefferson, *Marbury v. Madison*, Trail of Tears, James Monroe, role of women in the early 19th century, growth of national economy, Bank Wars
Readings: Brinkley: Chapter 7 & 9; Primary Source readings posted to Canvas
Midterm
- Week 6** Reform Movements
Western Expansion
Diverging Societies of North and South
Additional Topics to be discussed: Manifest Destiny, Mexican War, 2nd Great Awakening, Abolition Movement, Southern expansion
Readings: Brinkley: Chapter 8, 10 & pages 288-302; Primary Source readings posted to Canvas
Primary Source Quiz 3
Final Draft due
- Week 7** Causes of Civil War
Crises of 1850s.
Additional Topics to be discussed: Missouri Compromise, Kansas-Nebraska Act, Compromise of 1850, Civil Disobedience, roles of women in the South, sectionalism of North & South
Readings: Brinkley: Chapter 11, 13, & pages 302-309; Primary Source readings posted to Canvas & Canvas
Exam 3
- Week 8** Civil War
Additional Topics to be discussed: Major people and battles of Civil War (i.e. Antietam,

Gettysburg, Sherman's March to the Sea, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant), Emancipation Proclamation

Readings: Brinkley: Chapter 14; Primary Source readings posted to Canvas & Canvas
Primary Source Quiz 4

Week 9

Reconstruction

Additional Topics to be discussed: Black Bill of Rights, New South, freedoms won and lost, evolving idea of liberty

Readings: Brinkley: Chapter 15; Primary Source readings posted to Canvas & Canvas
Final Exam