



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

University of Northern Colorado
College of Humanities & Social Sciences

UNC Dual Enrollment at Valley High School

HIST 100-661/662: Survey of American History From Its Beginnings to 1877
Fall 2020

Instructor: Luke Ian Thomas

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UNC Credits: 3

Valley 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 (Online Textbook)

The American Yawp: A Massively Collaborative Open Source US History Textbook. Stanford University Press Edition. <http://www.americanyawp.com/>.

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 subject 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, slavery, 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.

Method of Instruction: Lectures, discussions, and examinations.

COURSE WILL UTILIZE THE FOLLOWING CRITERIA:

- A. **Critical Thinking** through classroom discussions and examinations
- B. **Literacy** as demonstrated in writing, reading, speaking, and listening
- C. **Learning** as demonstrated through examinations, homework assignments, and discussions.

Evaluation and Assignments

Examinations: Student evaluations will consist of 3 equally weighted exams worth *100 points each*, for a total of *300 points*. The exams are not cumulative. Exams will cover assigned readings, lectures, presentations, and any other material the professor deems appropriate. Some of the exams will have an essay included. To be successful on the exam, you must have a thorough knowledge and understanding of the contents of the reading.

Research Essays: You will have 1 research essay to complete for this course. All writing assignments must be typed, and the essay will be worth *100 Points*.

Short Written Responses: There will be several short-constructed responses throughout the course. The responses will be based on questions that involve required readings and outside sources. Each response will be limited to 500 words. Each response will be worth *25 points*. Short Written Responses will be complete out of class.

Mini Test: There will be several “Mini Tests” throughout the semester. Each Mini Test will be worth 25-50 points each.

Writing Assignments Requirements:

- 1. Turned into teacher electronically only
- 2. Double Spaced, Times New Roman, 12 pt. Font and 1-inch margins
- 3. Must include a work cited page using MLA documentation, and in-text citation.

Assigned readings:

You are required to read the assigned chapters/materials. Reading is critical because there is simply not enough time to cover everything in the allotted class periods. You will be responsible for all material in the texts regardless of whether it was covered in class or not.

Course Requirements and Expectations

- 1. Attendance is expected. Please be prompt.
- 2. Students are expected to be engaged with course readings, lectures, and discussions.
- 3. 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.
- 4. Assignments: All assignments, Essays, and SCRs are to be turned in the day they are due. Late work will not be accepted.
- 5. **Exams:** *All exams and quizzes must be taken on their scheduled times.* Missed examinations may only be made up with a pre-approved absence from the instructor. This pre-arrangement must be made prior to testing date, and all communication must be made with the instructor through email. Simply missing an exam on the required date will result in a grade of 0 for that exam
- 6. **Plagiarism and Cheating:** Any plagiarized work will not be accepted, UNC will be notified, and the student will receive a zero for the grade. Cheating, including copied assignments, will also result in a zero.

UNC Grading Scale

A 92.6%-100%	A- 89.6%-92.5%
B+ 86.6%-89.5%	B 82.6%-86.5%
B- 79.6%-82.5%	C+ 76.6%-79.5%
C 72.6%-76.5%	C- 69.6%-72.5%
D+ 66.6%-69.5%	D 62.5%-66.5%
D- 59.6%-62.5%	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 Valley High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

UNC's Policies

Academic Conduct:

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/dos/Conduct/codeofconduct.html>.

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 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](#).

Policies and outcomes:

- 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.

Class Schedule (Subject to change at instructor's discretion)

Week	Topic	Required Reading
Week 1	Colliding Cultures: The Atlantic World, Columbian Exchange, Middle Passage, Slave Trade, Discovery of America, Jamestown, New England, and Colonization. British North America: Slavery, New Colonies	Chapter 2-3 Supplemental Reading: -American Colonization and its Effects on Native Inhabitants
Week 2	The Colonial Society -Colonialism, the difference between the colonies, Sectionalism, Difference between the North and South, Conflict with Native Americans.	Chapter 3 Supplemental Reading: - <i>Differing Economies in Colonial America</i>
Week 3	SCR 1: Describe the difference between the Northern Colonies and the Southern Colonies. Test 1 (Friday) The Colonial Society: The Great Awakening, 7 years' war and the causes of the American Revolution	Chapter 4-5 <i>Supplemental Reading- Causes of the American Revolution</i>
Week 4	The American Revolution: Causes of the American Revolution, Independence, and War	Chapter 5 Supplemental Reading: - <i>Causes of the American Revolution</i>
Week 5	The American Revolution: Thomas Paine and Common Sense, Declaring Independence, Battles of importance, group research and discussion	Chapter 5 - <i>Declaring Independence</i> - <i>The Declaration of Independence</i>
Week 6	-The American Revolution: Hypocrisy within the Revolution -The use of slaves in the American Revolution, and the abolition of slavery in the North. -Articles of Confederation Discussion	Supplemental Reading: - <i>Hypocrisy in the American Revolution</i>
Week 7	A New Nation: Shay's Rebellion, The Constitutional Convention (Group Discussion): Compromises, Influences on American democracy, and the function of the American government system. SCR 2: (Due Friday)	Chapter 6 Supplemental Reading: -The Articles of Confederation -The Constitution
Week 8	An Early Republic: Struggles and Accomplishments -Jeffersonian America, A fight for equality and rights for free or enslaved African Americans and Native Americans, the Louisiana Purchase, and the War of 1812.	Chapter 7
Week 9	Test 2 - <u>Economic Changes</u> : Industrial Revolution, Division of Labor, Factories, Textiles, Eli Whitney (Positive and Negative) -The growth of and expansion of slavery in the US during the 1800s and the decline of slavery in the North	Chapter 8 and 11
Week 10	Democracy in America: Jacksonian America, Indian Removal Act, Trail of Tears, growth of the American economy Labor Changes: Labor Unions, Transportation Changes <u>Westward Expansion</u> : Impact on Native cultures (<i>Supplemental Reading</i>)	Chapter 9-10 Supplemental Reading: <i>The Impact of Westward Expansion</i>
Week 11	<u>Religion and Reform</u> : Individualism (transcendentalism), Emerson and Thoreau, Mormon Experience (Joseph Smith, Brigham Young, Racism and	Chapter 10

	Nativism, Abolition Movement, Women's Movement (Abolitionist Women, Seneca Falls) Social Changes: Socio-economic classes, Benevolent Empire, Immigration issues, Nativism	
Week 12	Manifest Destiny Mexican-American War Annexation of Texas	Chapter 12
Week 13 (Mon-Tues: Thanksgiving Break)	Sectionalism: The differences between the North and the South -Causes of the American Civil War -Slavery in the South and how slavery was a dividing factory in America	Chapter 13 Supplemental Reading: - <i>Sectionalism</i>
Week 14	The Civil War Research Essay Due:	Chapter 14 Supplemental Reading: - <i>Sectionalism</i>
Week 15	The Civil War/Reconstruction Era	
Week 16	Reconstruction Era	Chapter 15 Supplemental Reading: - <i>Jim Crow</i>
Week 17	Final Exam (Test 3):	