SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE TITLE: United States to 1877

COURSE NUMBER: HIST-0104

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Major trends and events of American history through the Reconstruction period are examined. Emphasized are the social, intellectual, political, and economic problems of the Colonial, Revolutionary, early National period, Antebellum period, the Civil War and Reconstruction. Historical interpretations from the dominant professional schools of thought on leading controversial issues are examined and compared.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

CORE OUTCOMES MISSION STATEMENT: The Core Outcomes Project is an academic initiative of the Kansas Board of Regents that brings together faculty for the purpose of developing core outcomes and competencies for general education courses from the state’s universities, community colleges, and
technical colleges. Common core outcomes and competencies contribute to the state’s system of higher education by creating a seamless pathway for students by improving articulation and transfer between state institutions, facilitating communication within disciplines among the state’s faculty, and communicating to the state’s secondary schools the expectations of college-level curriculum that could result in improvements in college preparedness of students.

**CORE OUTCOMES SYLLABI:** The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

**COURSE OUTLINE:**

I. Historiography
   A. Three stages of American historical interpretation
   B. Schools of historical thought

II. American Indians & Meso America

III. Various cultural developmental stages

IV. Stereotypes

V. Various cultural developmental stages

VI. Several cultures examined.

VII. III.Vikings

VIII. West Vikings migrations

IX. Iceland

X. Greenland

XI. Finland

XII. Leading personalities

XIII. Services of detailed information

XIV. Europe from 1000 A.D. to 1500 A.D.

XV. High Middle Ages

XVI. Crusades, Nation-State, Middle Class, Trade

XVII. Columbus

XVIII. Life

XIX. Effect on European exploration and colonization

XX. English exploration and colonization
   A. 16th Century-England in transition
   B. 17th Century-Colonial beginnings

XXI. 17th Century America
   A. Colonial Virginia

XXII. Puritans and Massachusetts Bay

XXIII. Quakers & Separatists

XXIV. "City on a Hill"

XXV. Historical interpretations

XXVI. Quakers

XXVII. Afro-American History
   A. West African civilizations
   B. "Middle Passage"
   C. Slavery in the Colonies.
XXVIII. Rivalry for Empire 1688-1763
XXIX. Power Politics—England and France
XXX. Four Continental and Colonial Wars
XXXI. British Mercantilism
XXXII. America's Critical Era 1673-1773
XXXIII. Post French and Indian War America
XXXIV. Stages leading to American Revolution
1. First stage 1763-1766
2. Second stage 1766-1770
3. Third stage 1770-1773
XXXV. American Revolution
A. Political Aspects
   1. Various congresses
   2. Movement toward break
B. Military Stages
XXXVI. Articles of Confederation
A. Description of period
B. Motives of founding fathers
XXXVII. American Enlightenment
XXXVIII. Jeffersonian philosophy
XXXIX. Ideas influence Government of System
XL. Early 19th Century Sectionalism
A. The Mind of the South
   1. Jeffersonian "Society of Yeoman Farmers"
   2. Southern Imperialism
B. The Mind of the West
   1. Clay's Nationalism
   2. Jeffersonianism Continued
C. The Mind of the East
   1. Industrial Revolution
   2. Church doctrine changed
   3. Reform period emerged
XLI. Jacksonian Democracy
A. Description
B. James F. Cooper—Critic
XLII. Romantic Movement
A. Transcendentalism
B. Utopian Socialism
XLIII. Manifest Destiny
A. Sense of Mission
B. Mormons—Exception?
XLIV. Northern Protest
A. Black and White abolitionists
B. Plantation Myth
XLV. Cause of the Civil War
A. Seven Schools of Thought
EXPECTED LEARNER OUTCOMES:

A. The student will be able to discuss the nature of the discipline of history.
B. The student will be able to describe the life of Pre-Colombian Indian cultures.
C. The student will be able to review the movements of European explorers and settlers to the North American continent.
D. The student will be able to discuss the development of Colonial America.
E. The student will be able to explain the movement toward Revolution and the development of America’s early political and economic institutions.
F. The student will be able to review the movement of non-English immigrants (Africans, Germans, Scot-Irish, Irish, etc.) to America.
G. The student will be able to explain the contrasting Ante-bellum societies in the North and South; and the emerging Western culture.
H. The student will be able to explain the causes of the Civil War and the development of the Reconstruction period.

COURSE COMPETENCIES:

The student will be able to discuss the nature of the discipline of history.

1. The student will be able to name the stages and schools of American historians and discuss the unique interpretations of each.
2. The student will be able to distinguish the discipline of history within the liberal arts, discuss the nature of the discipline, and be able to distinguish “history” from the “past”.
3. The student will be able to demonstrate the ability to analyze, synthesize, and evaluate change over time.
4. The student will be able to demonstrate research skills, including the ability to a) utilize primary and secondary sources; b) evaluate the validity of sources; and c) analyze historical perspectives.
5. The student will be able to demonstrate written and oral communication skills.
6. The student will be able to incorporate an awareness that historical perspectives are influenced by race, class, and gender.

The student will be able to describe the life of Pre-Colombian Indian cultures.

7. The student will be able to describe the major indigenous cultures of North America and evaluate their impact.
8. The student will be able to compare and contrast the three stages of Pre-Columbian Indian cultures; and explain the Land Bridge theory of how the first Americans arrived.
The student will be able to review the movements of European explorers and settlers to the North American continent.

9. The student will be able to review the era of exploration from Columbus (1492) to the founding of Jamestown (1607).
10. The student will be able to describe and analyze the significant political, social, economic, and diplomatic developments of the European exploration and colonization of North America.
11. The student will be able to review the “push factors” in England and the “pull Factors” in the colonies creating a current of immigration to America.

The student will be able to discuss the development of Colonial America.

12. The student will be able to describe the early permanent settlements in the Colonies and their role in the larger economic scheme of the British Empire.
13. The student will be able to compare the increasing economic and social importance of the New England, Middle, and Southern Colonies, and note their cultural and religious denominational differences.
14. The student will be able to review the movement of Africans to the New World and describe the “Middle Passage” of the slave trade, and the institutionalization of slavery.

The student will be able to explain the movement toward Revolution and the development of America's early political and economic institutions.

15. The student will be able to describe the three stages of Colonial protest toward England from the Peace of Paris of 1763 to the Declaration of Independence in 1776.
16. The student will be able to trace and evaluate the causes, course, and consequences of the American Revolution.
17. The student will be able to examine the major military and political events of the American Revolution leading to the collapse of Britain's control of the Colonies in 1783.
18. The student will be able to examine the Articles of Confederation and the creation of the Constitution in the 1780's.
19. The student will be able to describe and analyze the significant events in the creation of the American Republic.
20. The student will be able to describe and analyze the significant political, social, economic, and diplomatic developments of the early republic.
21. The student will be able to describe the role of Hamiltonian federalism and Jeffersonian Republicans in creating a strong central government based on the 1787 constitution.
22. The student will be able to review the economic bonds reinforcing the Union as noted in government land policy, tariffs, role of banks, emergence of a free enterprise system and the rise of the Industrial North and the Plantation South.

The student will be able to explain the contrasting Ante-bellum societies in the North and South; and the emerging Western culture.
23. The student will be able to describe and analyze the significant political, social, economic, and diplomatic developments, including territorial expansion and sectionalism, of antebellum America.

*The student will be able to review the movement of non-English immigrants (Africans, Germans, Scot-Irish, Irish, etc.) to America.*

24. The student will be able to review the movement of non-English immigration to the New World.

*The student will be able to explain the contrasting Ante-bellum societies in the North and South; and the emerging Western culture.*

25. The student will be able to describe the doctrine of Manifest Destiny, the Oregon Acquisition, the Texas annexation, and the military conquest of the Southwest.

*The student will be able to explain the causes of the Civil War and the development of the Reconstruction period.*

26. The student will be able to trace and evaluate the causes, course, and consequences of the Civil War.
27. The student will be able to discuss the election of 1860 and 1864.
28. The student will be able to discuss the creation of the Confederate South.
29. The student will be able to examine the military battles of the Civil War.
30. The student will be able to discuss the advantages the South had during the Civil War.
31. The student will be able to discuss the advantages the North had during the Civil War.
32. The student will be able to examine the death of Lincoln and its consequences
33. The student will be able to examine the Johnson’s administration policies toward the South in Reconstruction.
34. The student will be able to review the political significance of Reconstruction.
35. The student will be able to review the Freedmen’s Bureau and its objectives.
36. The student will be able to review the administration of Grant.
37. The student will be able to discuss the Compromise of 1877.
38. The student will be able to discuss the lasting results of Reconstruction.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means of classroom participation, out-of-class written assignments, Internet assignments, a minimum of three in class one-hour examinations, and a final examination.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively
involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

**Personal and interpersonal Skills Learning Outcomes**

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.