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

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

Demonstration of Core Objectives within the Course:

		African Americans, and women in	themes in US history
		the decades following the	
		American Revolution.	
Critical Thinking	2. Analyze historical	Students will discuss and analyze	Essay exam, paper, or
	perspectives on ethical	the historical context for at least	short writing assignment,
Communication	issues.	one major historical decision that	participation in class
		contained strong ethical	discussion or group
Social		implications and relevance to	activity, or objective
Responsibility		pre- 1877 U.S. history. Students	quizzes or exams.
		will discuss debates among	
Personal		historical actors that involved an	Example Syllabus:
Responsibility		ethical dimension while being	Exam 2 requires short
		sensitive to context and avoiding	essay explaining ethical
		presentism.	reasoning for or against
			immediate the immediate
		For example, students might	abolition of slavery.
		study the debate between	Students need to be
		opponents and advocates of	prepared to argue the
		slavery in the eighteenth- and	issue from the
		nineteenth-century U.S.	perspectives of radical
		Students will analyze the various	abolitionists, moderate
		dimensions of the debate (moral,	northerners, and
		political, economic, social) and	proslavery advocates.
		wrestle with the question of why	
		so few Americans embraced	
		immediate abolition , although	
		the position seems easy to	
		embrace today.	
Critical Thinking	3. Effectively communicate in	The instructor will provide	Writing: paper or in-class
	writing, orally, and visually,	written guidelines that outline	essay
Communication	the analysis of historical	her or his expectations regarding	
	questions and their results.	written, oral, and visual	Oral: participation in class
		communication. Students will	discussion or group
		apply their knowledge of those	activity, oral presentation,
		standards and any further	or oral history interview.
		guidance supplied by the	,
		instructor regarding	Visual: class presentation,
		improvement of communication	part of grade for written
		skills, such as thesis and topic	work, or stand-alone
		sentence development. Students	assignment
		will effectively express their	
		understanding of textual and A/V	Example Syllabus :
		source materials. In written work	Writing: paper and exam
		or class discussion, students may	short essays
		be expected to demonstrate their	,-
		facility in interpreting and/or	Oral: class discussion
		producing visual images, such as	grade
I	I		0.000

Visual: component of Examples: The use (1) of maps in 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.Visual: component of paper gradeCritical Thinking Responsibility4. Analyze cause-and-effect of anultiple causations upon historical events.With lecture and/or reading, statents of development in the U.S.Essay exam, paper, or short writing assignment, participation in class discuss the storical events.Social Responsibility4. Analyze cause-and-effect upon historical events.With lecture and/or reading, explanations as to the causes of various historical developments and events related to pre-1877 U.S history. Students will distinguish between proximate and long term causes in analysis of causation.Essay exam, paper, or short writing assignment, participation in class discuss or ogioqui activity, or objective quizzes or exams.Critical Thinking Compare and contrast the developments of Chesapeake, New England, and Middle colonial-era settlers shaped the developments of Chesapeake, New England, and Middle colonial-tras settlers to distinguish between proximate causation (Bacor's Rebellion) and long- ter risc of slavery in Virginia requires students to distinguish between proximate causation (Bacor's Rebellion) and long- ter reators usch as decline mortality and morbidity rates in the seventeenth-centuryEssay exam, paper, or short writing assignment, analyze the rise of slavery in colonial Virginia.Critical Thinking Communication5. Compare and contrast how different cultures or subgroups interpret, perceive, or experience his	· · · · · · · · · · · · · · · · · · ·			۱ ۱
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Critical Thinking	6. Relate events and ideas to	On the basis of lecture and/or	Essay exam, paper, or
	change over time and across	reading, students will identify	short writing assignment,
Communication	a broad survey of United	significant events and ideas in US	or objective quizzes or
	States or Texas history.	history and their relationship to	exams.
Personal		larger changes across time,	
Responsibility		including democratization,	Examinations, oral or
		expansion, the emergence of a	written summaries, or
		market economy, and the rise	classroom discussions.
		and fall of slavery.	
			Example Syllabus:
			Exam 3 multiple-choice
			question:
			Which of the following
			factors best explains the
			success of the Republican
			Party in the Election of
			1860:
			a. A conviction that the
			expansion of slavery was
			incompatible with the
			ideals of the American
			founding.
			_
			b. A belief that slavery was
			a drag on the economic
			development of the U.S.
			c. A belief that a "Slave
			Power Conspiracy"
			planned to capture the
			government and
			undermine American
			democracy.
			d. The use of antislavery
			arguments that did not
			require one to embrace
			ideals of racial equality.
			e. All of the above.

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

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		ade	
	Content Quizzes (10)		10% of the course grade		ade	
	Exams (3)		60% of the course grade			