Course Syllabus
HIST 2010-United States History through Reconstruction

Credit Hours: 3
Class Hours: 3

Course Description: Survey of United States History; focus on political, diplomatic, economic, social, cultural and intellectual phases of American life in its regional, national, and international aspects through Reconstruction.

Textbook(s) and Other Reference Material Basic To The Course:

CD Primary Sources Documents in U.S. History

Required Student learning Outcomes

PSLO 2: The goal of the History requirement is to develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and independent relationships between cultures and societies.

CSLO 1: Analyze historical facts and interpretations.
CSLO 2: Analyze and compare political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures.
CSLO 3: Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of global culture and society.
CSLO 4: Draw a historical perspective to evaluate contemporary problems/issues.
CSLO 5: Analyze the contributions of past cultures/societies to the contemporary world.

Learning Indicators and Required Assessments

Quiz 1 100 points: quiz analyzes student ability to use historical facts of a political, social, cultural and intellectual nature across the period. Also is evaluated is the diversity of human experience. (PSLO 2;CSLO 1)
Quiz 2 100 points: quiz analyzes student ability to use historical facts of a political, social, cultural and intellectual nature across the period. Also is evaluated is the diversity of human experience. (PSLO 2;CSLO 1)
Quiz 3 100 points: quiz analyzes student ability to use historical facts of a political, social, cultural and intellectual nature across the period. Also is evaluated is the diversity of human experience. (PSLO 2;CSLO 1)
Term paper/Book Report 40 points: students create report that analyzes political, geographic, economic, social, cultural, religious, and intellectual institutions across the historical period in United states history prior to the end of Reconstruction. (PSLO 2; CSLO 2)
Internet research and oral reports 60 points: student will research assigned subjects and write a report that analyzes and evaluates political, geographic, economic, social, cultural, religious, and intellectual institutions across a range of historical periods and cultures and present their findings in an oral presentation. (PSLO 2; CSLO 2)

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CSTCC Grading Scale

90-100        A  
80-89         B  
70-79         C  
65-69         D  
Below 65      F  

Grades will be computed on the basis of guidelines published in the current CSTCC catalog.

CSTCC Classroom Policies:

**Academic Integrity (Cheating/Plagiarism):** Chattanooga State is committed to promoting a mode of individual conduct based on the principles of honesty, fairness, trust, respect, and responsibility. Students must, without exception, do their own work. Students who plagiarize or cheat in any way will receive a zero grade on the assignment and may risk other penalties. Plagiarism is an offense involving the use of another person’s words or thoughts without proper citation; specifically, it is submitting as one’s own work anything written by someone else. Plagiarism can be avoided by fully acknowledging the source of all statements, studies, projects, and ideas, which have been produced by another person.

**Americans with Disabilities Act:** Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and ideally should contact Disabilities Support Services (S-113, phone 697-4452) within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

**Policy Regarding Children on Campus:** The safety of children requires that children may not accompany adults into classrooms, offices, or other workspaces as a baby-sitting function, nor be left unsupervised in the halls or grounds of the college.

**Classroom Disturbances:** Students who create disturbances in the classroom that substantially or repeatedly interfere with the normal class routine will be asked to leave and may return to class only after discussing the situation with the instructor. Please be aware that classroom disturbances also include receiving or making cell phone calls in the classroom. Please turn your cell phone off before entering the classroom.

**General policies:** The instructor reserves the right to modify this syllabus in writing anytime during the course of the semester. This class in all other matters is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

**Instructional Objectives:**

**Week 1 The Opening of the New World**

1. Explain the process by which humans first came to North America.
2. Discuss the various Indian cultures and the impact on them of European contact.
3. Explain why the Norse discovery of America was ineffective.
4. List the changing social conditions and new scientific discoveries that resulted in the European voyages of discovery.
5. Trace the background and the role of the conquistadors in Spanish Empire.
6. Describe the economic, political, social, and religious factors of the Spanish colonial system.
7. Discuss the motives, elements, and problems of the French colonial empire.
10. Discuss the early English attempts at planting colonies.

Week 2
1. List the problems in England that were motives for emigration.
2. Explain the impact of the environment on the culture of the colonies.
3. Discuss the corporate problems involved in the settlement of Virginia.
4. Analyze the role of Captain John Smith.
5. Show the importance of tobacco plantations in the social, economic, and political life of the colony of Virginia.
7. Distinguish between Separatists and Puritans and the role of each in the colonization of New England.
8. Discuss the problems of dissent in the Massachusetts Bay Colony.
9. Explain the role of cultural pluralism in the Middle Colonies.
10. Describe the impact of the Quakers on the settlement of the Middle Colonies.
11. Discuss the connection between Barbados Island and the Carolinas.

Week 3
1. Explain how conditions in North America eroded concepts of social rank and fostered a greater degree of social mobility.
2. Describe the New England pattern of family development, including relationships between members and roles fulfilled.
3. Evaluate the reasons why New Englanders lived longer than their Chesapeake Contemporaries.
4. Summarize the roles, obligations, and rights of colonial women.
5. Contrast the economic conditions and development of New England with those of the Chesapeake colonies and explain how these differences affected demographic conditions.
6. Explain the factors that contributed to the growth of slavery and the slave trade in North America.
7. Evaluate differences and similarities of slaves in New England and Chesapeake.
8. Describe the basic features of the British mercantilist system as set up under the Navigation Acts.
9. Explain how colonists in America were affected by the Navigation Acts in terms of economic enhancement or restriction.
10. Reveal the historical significance and interpretation of colonial uprisings in the seventeenth century, emphasizing Bacon's and Leisler's Rebellions.

Week 4
1. Account for reasons behind the phenomenal population growth of the colonies.
2. Discuss reasons for colonial economic expansion and the effect that English manufacturing had on colonial trade.
3. Determine the effects of the Enlightenment on American thought.
4. Explain the reasons for the coming of the Great Awakening.
5. Describe the influence of the Great Awakening on American religion, common interest, and "nationally".
6. Contrast the British government in theory with its practical operation and compare it with the colonial forms of government.
7. Explain the rise of colonial assemblies and the governing problems they faced.
8. Discuss the different advantages and disadvantages of the British-American colonists and the French in wars for mastery of the North American continent.
9. Determine Pitt's (the British) overall plan and strategy for the American colonies as well as for winning the French and Indian War.
10. Describe the "fruits of victory" for the British and also possible seeds of discontent and distrust in Britain’s relationship with the colonies.

Week 5
1. Describe the roles played by the "gentry" and the "common folk" in the American Revolutionary movement.
2. Assess and explain the responsibility of both George III and the British Parliament for the loss of their American colonies.
3. Discuss the principal concepts of American political thought on the eve of the revolution.
4. Describe the major points of contention between Grenville's ministry and his colonial adversaries and the means of resistance adopted by the American.
5. Trace the Townsend duties form their origins, through the American resistance, to their repeal.
6. Describe the conflict between the North ministry and the Americans from the Tea Act to the Declaration of Independence.
7. Compare and contrast the military assets and liabilities of both the American and British forces in the Revolutionary War.
8. Discuss the military failures, successes, and turning point for the American cause in the War of Independence.
9. Analyze the role of diplomacy in the success of the American Revolution.

Week 6
1. Define the extent of revolutionary change produced by the movement for American independence.
2. Analyze both sources and principles on which the earliest American Constitutions were founded.
3. Describe the origins, achievements, and weaknesses of the Confederation government.
4. Explain the purposes and principles of the nationalist movement for a new constitution.
5. Describe the major issues and compromises of the Constitutional Convention.
6. Evaluate the positions of the Federalists and Anti-Federalists on the distribution of power.
7. Describe the origins, terms, and significance of the Bill of Rights.

Week 7
1. Evaluate George Washington as President
2. Contrast the political philosophies expounded by Alexander Hamilton and Thomas Jefferson.
3. Contrast the arguments offered for and against Hamilton's plans to improve the nation's finances.
4. Explain the role of foreign affairs in the birth of American political parties.
5. Describe the development of popular political culture during this era.
6. Summarize the accomplishments of the Federalists while they were in power.
7. Evaluate the presidency of John Adams.
8. Explain factors leading to the downfall and demise of the Federalists in 1800.
Week 8
1. Describe the condition and advances of the American economy in this era.
2. List the goals of Jefferson as president and evaluate his successes and failures.
3. Explain the circumstances and consequences of the Louisiana Purchase.
4. List and explain the sources of political dissention with which Jefferson had to contend. (F)
5. Discuss the significance of the Marbury v. Madison decision (1803).
6. Explain the failure of American foreign policy in preventing the War of 1812.
7. Evaluate the causes, conduct, and outcome of the War of 1812.
8. Evaluate James Madison as president.
9. Discuss reasons for the ultimate demise of the Federalist Party during this era.

Week 9
1. Analyze the factors that contributed to the rise of nationalism after the War of 1812.
2. Describe the process by which western lands were organized and sold.
3. Understand why families moved westward and the living conditions they faced.
4. Explain the development of a national transportation network and its contribution to a market economy.
5. Argue the merits of weaknesses of Turner's idea that the frontier molded American character and institutions.
6. List and explain the reasons why the South became the world's greatest cotton producer.
7. Describe how new economic activities brought forth the early factory system.
8. Discuss the steps taken by Congress to encourage industry and enterprise.
9. Develop the main issues of sectional disturbance that accompanied the Missouri Compromise.
10. Analyze the role played in economic and political matters by the Supreme Court under Chief Justice Marshall.

Week 10
1. Explain the factors that contributed to the rise of democracy in the 1820's and 1830's.
2. Describe how the diffusion of political power among the masses encouraged reform initiative and new literary, artistic, and professional trends.
3. Evaluate the main political and economic issues brought forth in the 1824 and 1828 elections and explain the outcomes of those presidential elections.
4. Determine the political characteristics and personality traits that contributed to Jackson's image as a "man of the people".
5. Summarize the problems encountered under Jackson's Indian-removal policy.
6. Contrast the arguments put forth regarding the "nullification crisis".
7. Explain why Jackson and his supporters were determined to destroy the Bank of the United States.
8. Understand the reason for the rise of modern political parties in the 1830's.
9. Evaluate the causes for the Depression of 1837 and the steps taken by Van Buren to straighten out the financial disorder.
10. Account for the birth of the Whigs and define the economic, political, and moral issues they supported.
11. List the factors that caused the Second Great Awakening.
12. Compare and contrast the various religious beliefs of early nineteenth century American Protestantism.
13. Show how the religious revivals became reform movements.
14. Describe the "Cult of True Womanhood".
15. Analyze the impact the reform of family life had on lower, middle, and upper-class women.
16. Explain the purpose of public education according to Horace Mann.
17. Discuss the important leaders, organizations, and events in the anti-slavery movement.
18. Describe the events of the women's rights movements.
19. Explain the theory behind each of the various experiments in utopian socialism in the 1830's and 1840's.
20. List and discuss the other fads and fashion of the 1830's.

**Week 11**

1. List the objectives of the "Young America" movement.
2. Describe the conditions of the western "borderline" of the 1830's as well as the factors attracting American settlers.
3. Explain the causes and events of the Texas revolution.
4. Trace the development of the Mormon church and the westward trek of its members.
5. Characterize John Tyler as president.
6. Explain President James K. Polk's role in territorial expansion.
7. Discuss the rationale for expansion as expressed in the doctrine of Manifest Destiny.
8. Summarize the causes, events and outcomes of the Mexican War.
9. List and discuss the factors that contributed to American economic growth from 1830 to 1860.

**Week 12**

1. Describe the changing role of slave labor in the various sections of the South from the Revolution to the Civil War.
2. Analyze the effects of short-staple cotton and the cotton gin on the South.
3. Explain the arguments and issues surrounding the profitability and efficiency of slavery.
4. Discuss the relevant statistics about slave ownership in the South.
5. Describe the daily lives of a typical planter, a small slaveholder, a yeoman farmer, and a mountaineer.
6. List the arguments for and against slavery offered by Southerners.
7. Explain various methods used by slaves to resist oppression of their masters.
8. Discuss the life of free blacks during the days of slavery.
9. Compare black religion with white Protestant counterparts.
10. Describe the main features of black slave family life.
11. List and explain various suggestions for solving the problem of extending slavery to new territories after the Mexican War.
12. Identify the candidates and explain the platforms and outcomes of the presidential elections during this era.
13. Describe the series of resolutions that resulted in the Compromise of 1850.
14. Explain the causes and consequences of passage of the Kansas-Nebraska Act of 1854.
15. Analyze the reasons for shifting political alignments in this era.
16. Trace the development of attempts to win Kansas by the proslavery and antislavery forces.
17. Discuss the background, decision, criticisms, and implications of the Dred Scott case of 1857.
18. Contrast northern and southern views on the major events of the 1850's.
19. Discuss the reasons for southern secession.
20. Trace the development of southern secession from Lincoln's election through the decision of the upper South to join the Confederacy.
21. Evaluate the Republican decision to reject the Crittenden compromise plan.
22. Analyze the opposing strategies of the Civil War.
23. Describe the mobilization efforts of both the North and the South.
24. Compare and contrast the leadership of the Union and Confederate presidents.
25. Describe the relative success of the Union and Confederate armies in the early campaigns of the War.
26. Explain why "King Cotton Diplomacy" failed.
27. Trace and explain Lincoln's gradual movement toward the emancipation of the slaves.
28. Describe the role played by black troops in the Union armed forces during the Civil War.
29. Discuss the major battles of the second half of the war (May 1863-April 1865) and how they contributed to Union Victory.
30. List and describe the principal social and economic changes that accompanied the Civil War.

Week 13

1. Trace Lincoln's known ideas for reunifying the states. Discuss Congress's reactions/responses to Lincoln's ideas.
2. Investigate Andrew Johnson's background and relate it to his ideas for Reconstruction. Compare and contrast Johnson's plans for Reconstruction with those of Lincoln.
4. Identify the reasons why Congress became angry with Johnson's Reconstruction policies.
5. Review the reasons for passing the 13th Amendment, and then discuss the provisions of and reasons for passing the 14th Amendment.
6. Explain how Congress acquired control of Reconstruction and why Congressional/Radical Reconstruction was actually moderate, before examining the Reconstruction Acts passed by Congress.
7. Contrast Congressional/Radical Reconstruction with Johnson's Reconstruction policies.
8. Identify the false assumption at the base of Congressional/Radical Reconstruction.
9. Discuss Andrew Johnson's resistance to Congressional/Radical Reconstruction.
10. Identify the action by President Johnson that caused Congress to start impeachment procedures against Johnson.
11. Investigate the constitutional arguments used by the defense and the prosecution in Johnson's impeachment trial.
12. Think critically to compare the impeachment of Andrew Johnson with that of Bill Clinton.
13. Identify the effects of President Johnson's acquittal.
14. Differentiate between a scalawag and a carpetbagger. Identify reasons why Northerners came South after the Civil War. Enumerate the ways the Freedmen's Bureau worked in the South from 1865-1869.
15. Describe the South's economy after the Civil War before identifying the obstacles to the South's economic recovery.
16. Discuss the conditions of freed slaves after the Civil War and their experiences with contract labor and sharecropping.
17. Examine the use of Black Codes and "Jim Crow" regulations to establish racial separation in the South.
18. Investigate the political role of Blacks and ex-Confederates in Southern states experiencing military occupation.
19. Discuss what happened to them after the military occupation ended.
20. Discuss the groups composing the Southern Republican party and the goals of each group. Evaluate the achievements and failures of the Southern Republican party.
21. Examine the Presidential election of Ulysses Grant in 1868 and investigate his handling of the money question, the 15th Amendment, the rise of the Klan, and corruption within his administration.
22. Identify "politicos" and "reformers" while discussing the division within the Republican Party in the 1870s.
23. Investigate the agreement made in the Presidential Election of 1877.
24. Work in groups to compare this to the use of the Electoral College in the 2000 election.
25. Identify the “Redeemers.” Discuss the different goals of the various groups of Redeemers. Examine the effects of Redeemer policies of laissez-faire government and white supremacy on the participation of Blacks in southern politics.
26. Relate the Supreme Court decisions between 1875 and 1900 A.D. to the legal separation of Southern society.

Revised 10/3/10 KS