



Course Description

Surveys the social, political, and economic history of the United States from pre-Colonial discovery through the conclusion of post-Civil War Reconstruction.

Course Textbook

Johnson, M. P. (2012). *Reading the American past: Selected historical documents: Volume 1: To 1877* (5th ed.). Boston, MA: Bedford/St. Martin's.

Roark, J. L., Johnson, M. P., Cohen, P. C., Stage, S., & Hartmann, S. M. (2014). *The American promise: A concise history, volume 1: To 1877* (5th ed.). Boston, MA: Bedford/St. Martin's.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe pre-colonial America with an emphasis on identifying Native American cultures and settlements, including tools, agriculture, and trade.
2. Assess the influence of political, economic, or social divisions on rifts that developed between colonial regions and the crown.
3. Describe the construction of early America, including independence, nationalism, party politics, and the creation of a new federal democracy from individual republics.
4. Interpret the impact of political parties on American society, government, or culture.
5. Identify the impact of significant figures on American lands from colonial times through the American Civil War.
6. Analyze the impact of reform movements, from the pre-Colonial to Reconstruction eras in America, on society, economics, politics, or religion.
7. Defend an interpretation of a uniquely American philosophy or ideal with the use of appropriate primary and secondary sources.
8. Analyze the impact of the Civil War, including the political, economic, or social issues related to Reconstruction.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lessons:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook and Internet resources. Suggested Readings are listed in the Unit II, III, V, and VIII Study Guides to aid students in their course of study. The readings themselves may or may not be provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Readings.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-V and VII to aid students in their course of study.

5. **Unit Quizzes:** This course contains six Unit Quizzes, one to be completed at the end of Units II-VI and VIII. Quizzes are used to give students quick feedback on their understanding of the unit material and are composed of ordering and matching questions.
6. **Unit Assessments:** This course contains two Unit Assessments, one to be completed at the end of Units I and VI. Assessments are composed of written-response questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II-V, VII, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with these assignments. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

CSU Online Library

The Library is available to support your courses and programs. The online library includes: databases, journals, e-books, research guides, and other support services. The eResources are accessible 24/7 and can be accessed through the Online Portal.

To access the library, log into myCSU Student Portal and then click on CSU Online Library. The CSU Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone assistance is available (1.877.268.8046) Monday – Thursday 8 am to 5 pm, and Friday from 8 am to 3 pm. Ask Librarian! is available 24/7: look for the chat box on the online library page.

Librarians can help you develop your research plan or to assist you in any way in finding relevant, appropriate and timely information. Reference requests can include customized keyword search strategies, links to articles, database help and other services.

Unit Assignments

Unit II Essay

Compose a 500-word point-of-view essay illustrating a chosen perspective of one of the figures listed below:

- a citizen of Jamestown, VA during Bacon's Rebellion,
- a former indentured servant witnessing a slave auction,
- a Spanish citizen during the Pueblo Revolt,
- a Puritan sailor witness to the *Arbella* sermon,
- a citizen of Salem, MA during the witch trials, or
- a Chesapeake farmer reacting to the Navigation Acts.

As this is a point-of-view essay, a modern perspective will not accurately address what the question is asking for. It is strongly suggested that at least one selection from the provided source book be used to research the event and views of the time. All sources and their use must be appropriately identified using APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Essay

Select one debated topic from the three below, and construct a 500-word (minimum) academic essay that provides an overview of the debate—making certain to include key individuals, events, acts, the time period, the location, and why the debate was initiated. Identify the victor and why you feel they “won” the debate. Considering current events, what events experienced today are similar to your selected debated topic? Explain whether political, religious, or economic concerns were the most dominant motivation. Click [here](#) for a PDF of additional requirements for Unit III essay sources.

Debated Topics (choose one)

1. The appropriate action of the colonists in response to taxation imposed by the British crown
2. The proper response by American colonists concerning the standing presence of British officials and soldiers
3. The ability of the colonists to rule themselves while still respecting the king's authority

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Essay

In a 500-word essay, choose one of the following ratification documents, and provide a brief overview of the paper's message and the author's intent in writing it. If you were living during this time, what would your response be to the paper's message? What is the correlation between the paper's message and current events? Click [here](#) for a PDF of additional requirements for Unit IV essay sources.

Choose one from the following:

1. *Antifederalist Papers* # 1
2. *Antifederalist Papers* # 9
3. *Antifederalist Papers* # 37
4. *Antifederalist Papers* # 84
5. *Federalist Papers* # 1
6. *Federalist Papers* # 10
7. *Federalist Papers* # 37
8. *Federalist Papers* # 68
9. *Federalist Papers* # 69
10. *Federalist Papers* # 84

Suggested sources to assist you in locating the ratified documents include:

<http://www.thefederalistpapers.org/anti-federalist-papers>

<http://thomas.loc.gov/home/histdox/fedpapers.html>

Be sure to include all sources used, including the textbooks, in APA style on a separate references page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Speech

Choose a president from this unit (George Washington to John Quincy Adams) and write a two-page public address/speech that covers a minimum of two important issues (at least one covering a military issue and one on government evolution) that took place during that president's term(s). Your speech will need to be in APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Essay

Pick one of the notable pre-war era politicians or social figures addressed in the lecture, and assume their position and beliefs. After introducing yourself as your selected figure, choose two issues of note presented in this unit (1820-1861), and provide two separate editorial responses (minimum of 250 words for each issue) that you feel best represents your chosen figure's perspective during this period. Both responses will be submitted together as one document.

A few stipulations: you may not choose a work written by your selected figure, two works by the same person, two works about any one issue, or any topics from outside of this unit. Lastly, do not reprint any actual editorials from the time as doing so will lead to steep deductions.

All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Scholarly Activity

Write two obituaries (minimum 250 words each) in remembrance of President Abraham Lincoln. To complete this assignment, you are going to assume the role of an editor for a fictional newspaper on two distinctly different dates.

It is your choice of who your audience is and what emotion the content contains, but each article should provide a perspective on the political, economic, and social impact that he had on the nation before, during, and after the Civil War.

1. The first will be dated April 16, 1865, and will need to assume the role of an obituary from that date. Keep in mind what would be known, thought, and felt at that time.
2. The second will be dated April 16, 2015, and will need to assume the role of a remembrance of his legacy. Consider his legacy 150 years after his death.

Both obituaries will be submitted together as one document. The details about Lincoln's time, location, and cause of death will of course be common to all obituaries and do not need to be cited; any other materials (e.g., quotes, accounts) must be cited and referenced using APA style. Do not reprint an actual obituary from the time as it will lead to steep deductions.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

CSU requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU's Citation Guide in the myCSU Student Portal by clicking on the "Citation Resources" link in the "Learning Resources" area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Blackboard Grading Rubrics

Assignment Rubrics

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in "My Grades" through the "Tools" button in your course menu. Click the "View Rubric" link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

CSU Grading Rubrics for Papers/Projects and Assessments

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for written response questions in Unit Assessments, and Research Papers/Projects.

The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, *unless otherwise specified within assignment instructions*. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project-specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu or access them through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Assessments (2 @ 10%)	=	20%
Unit Quizzes (6 @ 2.5%)	=	15%
Essays (4 @ 11%)	=	44%
Unit V Speech	=	11%
Unit VIII Scholarly Activity	=	10%
Total	=	100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

Unit I	Pre-Colonial America
Review:	☐ Unit Study Guide ☐ Learning Activities (Non-Graded): See Study Guide
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i> <i>The American Promise: A Concise History:</i> ☐ Chapter 1: Ancient America, Before 1492, pp. 5-7, 12, and 17-23 ☐ Chapter 2: Europeans Encounter the New World, 1492-1600, pp. 29-33, 35-39, 40, 42-43, and 45-47
Submit:	<i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 1: Ancient America: Before 1492, docs. 1-1 and 1-2 ☐ Chapter 2: Europeans Encounter the New World, 1492-1600, docs. 2-2, 2-3, and 2-4
Notes/Goals:	☐ Assessment

Unit II	1600s America
Review:	☐ Unit Study Guide ☐ Learning Activities (Non-Graded): See Study Guide
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i> <i>The American Promise: A Concise History:</i> ☐ Chapter 3: The Southern Colonies in the Seventeenth Century, 1601-1700, pp. 56 and 64-68 ☐ Chapter 4: The Northern Colonies in the Seventeenth Century, 1604-1700, pp. 96-99
Submit:	<i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 3: The Southern Colonies in the Seventeenth Century, 1601-1700, docs. 3-1, 3-3, 3-4, and 3-5 ☐ Chapter 4: The Northern Colonies in the Seventeenth Century, 1601-1700, docs. 4-1, 4-2, 4-4, and 4-5 ☐ Suggested Reading: See Study Guide
Notes/Goals:	☐ Quiz ☐ Essay

HY 1110, American History I		Course Schedule
Unit III	18th-Century Colonial America	
Review:	☐ Unit Study Guide ☐ Learning Activities (Non-Graded): See Study Guide	
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i> <i>The American Promise: A Concise History:</i> ☐ Chapter 5: Colonial America in the Eighteenth Century, 1701-1770, pp. 114 and 118 ☐ Chapter 6: The British Empire and the Colonial Crisis, 1754-1775, pp. 138, 141, 148, 150, and 154 <i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 5: Colonial America in the Eighteenth Century, 1701-1770, docs. 5-1, 5-2, 5-3, 5-4, and 5-5 ☐ Chapter 6: The British Empire and the Colonial Crisis, 1754-1775, docs. 6-1, 6-2, 6-3, 6-4, and 6-5 ☐ Suggested Reading: See Study Guide	
Submit:	☐ Quiz ☐ Essay	
Notes/Goals:		

Unit IV	Wars for Independence and Government
Review:	☐ Unit Study Guide ☐ Learning Activities (Non-Graded): See Study Guide
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i> <i>The American Promise: A Concise History:</i> ☐ Chapter 7: The War for America, 1775-1783, pp. 170-171 ☐ Chapter 8: Building a Republic, 1775-1789, pp. 191-192, 198, 200-202, 204-206, and 210 <i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 7: The War for America, 1775-1783, docs. 7-1, 7-2, 7-3, 7-4, and 7-4 ☐ Chapter 8: Building a Republic, 1775-1789, docs. 8-2, 8-4, and 8-5
Submit:	☐ Quiz ☐ Essay
Notes/Goals:	

HY 1110, American History I		Course Schedule
Unit V	Jeffersonian America	
Review:	☐ Unit Study Guide ☐ Learning Activities (Non-Graded): See Study Guide	
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i>	
	<i>The American Promise: A Concise History:</i>	
	☐ Chapter 9: The New Nation Takes Form, 1789-1800, pp. 226-233 and 236	
	☐ Chapter 10: Republicans in Power, 1800-1824, pp. 245-246, 248, 254-257, and 259-260	
	<i>Reading the American Past: Selected Historical Documents:</i>	
	☐ Chapter 9: The New Nation Takes Form, 1789-1800, docs. 9-1, 9-2, 9-3, 9-4, and 9-5	
	☐ Chapter 10: Republicans in Power, 1800-1824, docs. 10-1, 10-2, 10-3, 10-4, and 10-5	
	☐ Additional Reading Assignment(s): See Study Guide	
	☐ Suggested Reading: See Study Guide	
Submit:	☐ Quiz ☐ Speech	
Notes/Goals:		

Unit VI	Reform, Innovation, and Expansion
Review:	☐ Unit Study Guide
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i> <i>The American Promise: A Concise History:</i> ☐ Chapter 11: The Expanding Republic, 1815-1840, pp. 272-275, 277-281, 283-286, and 288-289 ☐ Chapter 12: The New West and the Free North, 1840-1860, pp. 306-307, 311, and 313-314 ☐ Chapter 14: The House Divided, 1846-1861, p. 370 <i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 11: The Expanding Republic, 1815-1840, docs. 11-1, 11-2, 11-4, and 11-5 ☐ Chapter 12: The New West and the Free North, 1840-1860, docs. 12-1, 12-2, 12-3, 12-4, and 12-5 ☐ Additional Reading Assignment(s): See Study Guide
Submit:	☐ Assessment ☐ Quiz
Notes/Goals:	

HY 1110, American History I		Course Schedule
Unit VII	Prelude to War	
Review:	☐ Unit Study Guide ☐ Learning Activities (Non-Graded): See Study Guide	
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i> <i>The American Promise: A Concise History:</i> ☐ Chapter 13: The Slave South, 1820-1860, pp. 332-334, 336-337, 342, and 344-345 ☐ Chapter 14: The House Divided, 1846-1861, pp. 358-359, 363, 365, 367, 370-372, 376, and 382 <i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 13: The Slave South, 1820-1860, docs. 13-1, 13-2, 13-3, 13-4, and 13-5 ☐ Chapter 14: The House Divided, 1846-1861, docs. 14-1, 14-2, 14-3, 14-4, and 14-5 ☐ Additional Reading Assignment(s): See Study Guide	
Submit:	☐ Essay	
Notes/Goals:		

Unit VIII	The American Civil War	
Review:	☐ Unit Study Guide	
Read:	<i>The articles cited in the Unit Lesson are required reading. You may be tested on your knowledge and understanding of that material as well as the information in the Unit Lesson and textbook readings.</i>	
	<i>The American Promise: A Concise History:</i> ☐ Chapter 15: The Crucible of War, 1861-1865, pp. 389-392, 396, 405, 409, 411, 414-415 ☐ Chapter 16: Reconstruction, 1863-1877, pp. 422-423	
	<i>Reading the American Past: Selected Historical Documents:</i> ☐ Chapter 15: The Crucible of War, 1861-1865, docs. 15-1, 15-2, 15-3, 15-4, 15-5 ☐ Chapter 16: Reconstruction, 1863-1877, docs. 16-1 ☐ Suggested Reading: See Study Guide	
Submit:	☐ Quiz ☐ Scholarly Activity	
Notes/Goals:		



Take Test: Unit VI Assessment

Test Information

Description

Instructions

General Information:

- This assessment can be opened multiple times, but can only be submitted **once**.
- You may print this assessment to mark your answers prior to entering them online, or you may enter your answers directly online. Periods of inactivity will cause your assessment to time out resulting in an unwanted submission.
 - **Be sure to save each answer as you complete the question in order to avoid losing any work.**
- Before you begin this assessment, and for any questions pertaining to the grading of your assessment, consult the grading rubric specific to this course. In the event there is not a specific grading rubric available, refer to the CSU Grading Rubric found at the Academic Policies link on your Course Menu.
- For any questions pertaining to the grading of your assessment, please refer to the CSU Grading Rubric found at the Academic Policies link on your Course Menu.
- For a description of the various types of questions you may encounter in an assessment, [click here to view the Submission Instructions page](#).

Written Responses:

- Unless otherwise indicated, there is a 200 word **minimum** response required.
- Credible reference materials, including your course textbook(s), may be used to complete the assessment.
 - **If you have questions regarding the credibility of your reference, please contact your professor.**
- **APA Information**
 - In-text and reference citations are required for **all** written responses.
 - **REQUIRED FOR UPLOADED ASSIGNMENTS ONLY:** title page, margins, header, double spacing, and hanging indentation
 - For questions concerning APA formatting, please refer to the APA Guidelines found at the Student Resources link on your Course Menu.

Multiple Attempts	Not allowed. This test can only be taken once.
Force Completion	This test can be saved and resumed later.

Close Window

25 points

Your response must be at least 200 words in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

[illegible]

25 points

Your response must be at least 200 words in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

[illegible]

50 points

Your response must be at least 500 words in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

Path:

Words:0

Save and Submit

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

Save All Answers

Close Window