



Hist 201-001 -- United States History to 1865 Course Syllabus

Department: Department of History and Government

Course Title: United States History I to 1865

Subject & Nbr: HIST 201-001

Units: 3 Credit Hours

Class Time: M, W, & F. 11:00 a.m. – 11:50 a.m. Online

Effective Term: Fall 2021

Instructor(s): Dr. Roger Davidson, Jr.

Office Location: Martin Luther King, Jr. Bldg Rm. 225

Office hours: via email or by virtual appointment.

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Note: All official communication between students and the University must be via Bowie State University email addresses. Communications received from students from non-Coppin email addresses will not be recognized.

- ► **Required Textbook** *A People & A Nation A History of the United States*; Cengage Learning; 11 edition (January 1, 2018)
 - ISBN-10: 1337402729
 - ISBN-13: 978-133740272
- Class readings are also assigned from online resources including PDFs, newspapers, journals and other documents.

I. Course Description: This course, HIST 203 United States History I, focuses on a basic history of American social, economic, and political development from the colonial period through the Civil War. The colonial heritages of Spanish and British America; the American Revolution and its impact; the establishment and growth of the new nation; and the Civil War, its background, character, and impact are examined. This survey of United States history emphasizes the distinctively American patterns of intellectual and geographic developments. HIST 203 will study the relationships and experiences of diverse racial, ethnic and socioeconomic groups in American history. We will examine the evolution of American institutions and ideals including the U.S. Constitution, representative democratic government, and the frameworks of selected state and local governments and the relationships between state/local government and the federal government.

- II. Course Objectives:** At the end of this course the student will be able to:
- Discuss the overall relevance and importance of historical and geographical study
 - Properly document historical and geographical sources
 - Identify credible online sources
 - Demonstrate the ability to format and deliver pro and con arguments
 - Express orally main ideas gathered through required and supplementary readings
 - Demonstrate the ability to use discipline specific language in writing assignments

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- Demonstrate the ability to recognize bias in articles and other written sources
- Identify the ten thematic standards of the National Council of Social Studies
- Explore, from a global perspective, the interconnectedness of humans and cultures
- Demonstrative effective use of:
 - Blackboard
 - The Internet
 - Tegrity
 - Email systems
 - TurnItin
- Apply historical and geographical study to real world situations

III. Course Modules (14):

MODULE 1: INTRODUCTION TO THE COURSE

August 31th – September 4th

Objective: At the end of this module students will be able to:

- ▶ Describe and identify the specific requirements for the course.
- ▶ Define history (and/or geography) and to discuss its relevance to their lives.
- ▶ Demonstrate an understanding of the use of Blackboard and the Bowie State University email system.
- ▶ Define plagiarism and provide examples as to how to avoid plagiarism.
- ▶ Identify the ten thematic themes addressed by the National Council of Social Studies
 1. Culture
 2. Time, continuity and change
 3. People, places, and environments
 4. Individual development and identity
 5. Individuals, groups, and institutions
 6. Power, authority, and governance
 7. Production, distribution, and consumption
 8. Science, Technology, and society
 9. Global connections
 10. Civic ideals and practices
- ▶ Understand proper classroom decorum.

Required Reading: *Course Syllabus and Course Introduction though PowerPoints and Handouts.*

MODULE 2: DISCOVERIES, MIGRATIONS, AND EARLY SETTLEMENT

Sept. 9th – Sept 21st

Objective: At the end of this module students will be able to:

- ▶ Describe “Old World” and “New World” societies
- ▶ Analyze and understand the motives behind European expansion
- ▶ Understand the interaction between different Africans, Europeans, and First Americans
- ▶ Explain the impact of contact between Europe, the Americas, and Africa (**Columbian Exchange**)
- ▶ Describe the first British North American Settlements

Required Reading: Norton, *A People and a Nation*, Chapters 1 and 2

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MODULE 3: THE THIRTEEN COLONIES AND COLONIAL SOCIETY

Sept. 21st – Oct. 2nd

Objective: At the end of this module students will be able to:

- ▶ Identify the thirteen colonies
- ▶ Describe the settlement and structure of colonies
- ▶ **Explain Mercantilism**
- ▶ **Describe the geographic and economic differences between the three regions**
- ▶ Compare and contrast the unique development of each of the thirteen colonies
- ▶ **Describe the importance of the Navigation Acts**
- ▶ **Identify the nature of the African Slave Trade**
- ▶ **Identify the complexities of the Atlantic Slave Trade**
- ▶ **Describe the Middle Passage**
- ▶ **Explain the Triangular Trade**
- ▶ **Describe slavery in British North America**
- ▶ Interpret the trade relationships between Native Americans and Europeans
- ▶ Differentiate between slavery and indentured servitude
- ▶ Describe the emergence of slavery
- ▶ Interpret Bacon's Rebellion
- ▶ Discuss the geography of New England, the Middle Colonies, and the Southern colonies
- ▶ Define triangular trade routes

Required Reading: Norton, *A People and a Nation*, **Chapters 3 and 4**

MODULE 4: REBELLION AND THE WAR FOR INDEPENDENCE

Oct 5th – Oct 16th

Objective: At the end of this module students will be able to:

- ▶ Discuss the causes and consequences of the Seven Years War.
- Through an examination of Parliament's actions relating to the colonies from 1763 to 1774, explain Great Britain's approach to the crisis it faced in the post-Seven Years War decade.
- Through an examination of the development of the colonial resistance movement, explain the reaction of the colonists to Parliament's actions in the period from 1763 to 1774
- ▶ Name key events in the rebellion of colonies and the war for independence
- ▶ Interpret the impact of the Intolerable Acts
- ▶ Explain the First and Second Continental Congress
- ▶ Define Militia
- ▶ Analyze and Explain the Declaration of Independence

Required Reading: Norton, *A People and a Nation* Chapters 5 and 6



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**Midterm Will Be Posted in the Assignments and Tests
Section of Blackboard on October 19th and Must Be
Completed By October 25th at 11:59 p.m.
It Covers Chapters 1 - 6**

MODULE 5: CONSTITUTIONAL DESIGN AND IMPLEMENTATION

October 19th – October 30th

Objective: At the end of this module students will be able to:

- ▶ Define the origin of state constitutions
- ▶ Described the differences between southern and northern manumission efforts
- ▶ Discuss the provisions of the Articles of Confederation
- ▶ List the components of the Constitution
- ▶ Critique The Constitution on the issue of Slavery
- ▶ Define “Three-Fifths” clause
- ▶ Articulate the difference between the Federalists and the Anti-Federalists
- ▶ Explain the Bill of Rights
- ▶ Identify the issues surrounding the Whiskey Rebellion

Required Reading: Norton, *A People and a Nation*, Chapters 7 and 8

MODULE 6: JEFFERSON, EXPANSION, AND THE TRANSPORTATION REVOLUTION

Nov. 2nd – Nov 13th

Objective: At the end of this module students will be able to:

- ▶ Summarize the Election of 1800
- ▶ Outline *Marbury v. Madison*
- ▶ Locate the Louisiana Purchase Territory
- ▶ Analyze The Louisiana Purchase
- ▶ Explain tensions that led to the War of 1812
- ▶ Interpret the Battle of New Orleans
- ▶ Discuss the Transportation Revolution
- ▶ Discuss the significance of the expansion of the railroads, canals, and steam boats
- ▶ Explain the Monroe Doctrine
- ▶ Critique the first and second Missouri Compromise

Required Reading: Norton, *A People and a Nation*, Chapters 8 and 9

MODULE 7: INDUSTRIALIZATION, THE SOUTH, AND ANDREW JACKSON

Nov. 16th – Nov. 23rd



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Objective: At the end of this module students will be able to:

- ▶ Sketch the Industrial Revolution in the North and the South
- ▶ Identify major industrial regions in the early United States
- ▶ Describe the life of the first factory workers
- ▶ Define the Factory System
- ▶ Discuss the impact of cotton and the development of the Cotton Gin
- ▶ Analyze the spread of cotton cultivation in the revival of southern slavery
- ▶ Investigate Jackson's attitudes toward women, children, and race
- ▶ Discuss Jackson's Indian Removal Policy
- ▶ Describe the outcome of *Worcester v. Georgia*
- ▶ Define the Trail of Tears

Required Reading: Norton, *A People and a Nation*, Chapter 10

Thanksgiving Break – Nov. 25th – Nov. 30th

MODULE 8: THE PECULIAR INSTITUTION OF SLAVERY AND THE AGE OF REFORM

Nov. 30th – Dec. 11th

Objective: At the end of this module students will be able to:

- ▶ Define The Peculiar Institution
- ▶ Trace the development of the Colonization Movement
- ▶ List and discuss the major slave rebellions
- ▶ Analyze the activities and challenges of Fugitive Slaves
- ▶ Assess the southern response to slave rebellion
- ▶ Define the “Positive Good” argument
- ▶ Discuss the labor of enslaved blacks
- ▶ List examples of black resistance to slavery
- ▶ Discuss the Fugitive Slave Act of 1850
- ▶ Define the Underground Railroad
- ▶ Define Manifest Destiny
- ▶ Investigate the significance of the Second Great Awakening
- ▶ List the various reform movements
- ▶ Summarize the Seneca Falls event
- ▶ Define Abolitionism
- ▶ Discuss the work of William Lloyd Garrison
- ▶ Describe the work of Black Abolitionists

Required Reading: Norton, *A People and a Nation*, Chapters 11 and 12



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MODULE 9: SECTIONAL CONFLICT, SECESSION AND CIVIL WAR

Dec. 14th – 18th

Objective: At the end of this module students will be able to:

- ▶ Describe The Wilmot Proviso
- ▶ Discuss the aims of the Free Soil Party
- ▶ Explain the Compromise of 1850
- ▶ Explain the issues surrounding the Kansas-Nebraska Act and “Bleeding Kansas”
- ▶ Critique the Dred Scott case
- ▶ Assess the Presidential Election of 1860
- ▶ Explain the Confederate States of America
- ▶ Examine John Brown’s Raid on Harper’s Ferry
- ▶ Summarize Lincoln’s stance on secession
- ▶ Discuss the events that led to war
- ▶ Compare the characteristics of Confederate and Union soldiers
- ▶ Identify the forces and campaign of 1861 (Maps)
- ▶ Outline the Northern Strategy
- ▶ Summarize the Southern Strategy
- ▶ Discuss the various aspects of the Emancipation Proclamation
- ▶ Provide an outline of African American military service.

Required Reading: Norton, *A People and a Nation* Chapter 13 and 14

The Final Exam TBA

Class Has Not Ended Until the Final Exam is completed. Therefore, You Should Make Your Travel Plans Accordingly. I Will Not Offer Early Options For Exams.

IV. **Technology used in this course:** Blackboard, Pre-recorded lectures (Blackboard Collaborate), audio/visual, Internet, email.

V. **Modes of Instruction:** Lecture, class discussion, direct-questioning, writing, self-directed learning (independent study).

VI. **Modes of Assessment:**

Suggested assessment in the Department of History and Government: verbal and written feedback, examinations, quizzes, pre- and post-tests, oral reports, speeches, short essay, long essay, research paper, research exercise, reflection paper, journal, portfolio, individual in-class exercise, individual group exercise, charts, maps, diagrams, surveys, questionnaires, interviews, outlines, timelines, peer reviews, historical sketches (personages), case studies (historical events), direct questioning, thesis development, and audiotape/video tape review/production.

Weekly Quizzes	50 pts
Midterm	25 pts
<u>Final Exam (May 18th)</u>	<u>25 pts</u>



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Total **100 pts.**

VII. Writing Standards for a “C” Paper

A. Content

The “C” paper fulfills the assignment, meeting all specified requirements, such as subject, organization, and length, and reflects the author’s awareness of audience and purpose. The paper presents a central idea supported by relevant material (facts, figures, examples, quotations, or other details). The reasoning is sound; arguments are supported with adequate evidence. Other points of view are acknowledged and responded to as appropriate. Sources of information are accurately presented and fully attributed.

B. Organization

The “C” paper has a discernible and logical plan. It has a focus, and the writer maintains the focus throughout the essay. The writer has unified the entire essay in support of the central idea, or thesis, and individual paragraphs in support of subordinate points. Some individual paragraphs, however, may be weak. The writer promotes coherence through the logical order of paragraphs and the use of some or the following devices: thesis statement, topic sentences, opening and closing paragraphs, and transitions. The use of these devices may lack smoothness, but the writer has achieved an acceptable level of organization.

C. Style / Expression

The “C” paper uses reasonable stylistic options (tone, word choice, sentence patterns) for its audience and purpose. As a rule, the paper has smooth transitions between paragraphs, although some transitions may be missing or ineffective. The meaning of sentences is clear, although some sentences may be awkward or there may be a lack of variety in sentence patterns. Nonetheless, sentence structure is generally correct, although it may show limited mastery of such elements as subordination, emphasis, sentence variety and length, and modifiers. The paper reflects current academic practices of language use established by professional associations such as the MLA and the APA.

D. Grammar/Mechanics

The “C” paper follows the conventions of standard written U.S. English; thus, it is substantially free of errors in grammar, spelling, punctuation, and mechanics. What errors are present must not impede meaning nor overly distract the reader. The paper reflects current citation and documentation of sources as specified in relevant guidebooks.

VIII. Plagiarism Policy:

- ▶ It will be taken for granted that any work, oral or written, that a student does for any course is his/her original work. Any violation of this rule constitutes plagiarism.
- ▶ Plagiarism includes any form of cheating on examinations, tests, quizzes and any unacknowledged and/or undocumented use of another’s writing or ideas published or unpublished, including copying or rewording information found on the internet.
- ▶ A student who plagiarizes will receive a failing grade for the particular assignment.

IX. Bibliography: The professor will provide a bibliography as needed.

X. Glossary: The professor will provide a glossary as needed.

Special Accommodation(s): “Bowie State University supports all students in their academic endeavors. Should you need academic accommodations because of a disability, please contact BSU’s Disability Support Services Program to register for reasonable accommodations.

XI. Attendance Policy: Mandatory



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File: Syllabus of Record is subject to change by the Faculty Member and the Department