

Department:

History

Course Description:

This course provides a survey of United States history from European beginnings through the Reconstruction period after the Civil War. The course considers the changing configurations of American culture and its modes of expression, religion, politics, and literature. Also covered are the rise of the Federalists, the War of 1812, the emergence of the Jacksonian Movement, westward expansion, war with Mexico, and the Civil War. Special emphasis will be placed on economic, political, and social forces from colonial times to the Civil War.

Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. (Kansas Regents Shared Number Course and Title: **HIS 1010 U.S. History to 1877.**)

Upon completion of the course, the student should be able to:

1. Describe historical perspectives and change over time by analyzing, evaluating, and interpreting primary and secondary historical sources.
2. Describe and analyze the social, political, and economic developments of the following periods of American History:
 - a. Describe major indigenous cultures of North America and evaluate their impact.
 - b. Describe and analyze significant political, social, economic, and diplomatic developments of the European exploration and colonization of North America.
 - c. Trace and evaluate causes, developments, and consequences of the American Revolution.
 - d. Describe and analyze significant events in the creation and development of American society, institutions, and political structures in the Early Republic.
 - e. Describe and analyze significant political, social, economic, and diplomatic developments, including territorial expansion and sectionalism, of antebellum America.
 - f. Trace the development of the trans-Atlantic slave trade and the practice of slavery in the American colonies, and analyze the impact of slavery on U.S. institutions, events, and peoples.
 - g. Trace and evaluate causes, developments, and consequences of the Civil War.
 - h. Describe the Era of Reconstruction and evaluate its impact.

Course Content:

- A. New World Encounters, Preconquest
- B. English America, 1607 – 1660
- C. Anglo America, 1660 - 1750
- D. Slavery, Freedom, and Struggle 1750 – 1763
- E. The American Revolution, 1763 – 1783

- F. The Revolution Within
- G. Founding a Nation, 1783 – 1791
- H. Securing the Republic, 1791 – 1815
- I. Market Revolution, 1800 – 1840
- J. Democracy in America, 1815 – 1840
- K. The Peculiar Institution
- L. An Age of Reform, 1820 – 1840
- M. A House Divided, 1840 – 1861
- N. The Civil War, 1861 – 1865
- O. Reconstruction, 1865 – 1877

Learning Assessments:

Course competencies will be assessed by regular written examinations and book reviews. A research paper may also be assigned, and other assessment material may be used as the instructor deems appropriate. Competencies may be evaluated by multiple measures, including exams, papers, article reviews, research, experiments, and projects.

Instructional Materials:

Textbook: Foner, E. (2020). *Give Me Liberty: An American History* (6th ed., Combined Volume). New York, NY: Norton. ISBN-13: 978-0393418040

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#). This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).