

# EASTERN ARIZONA COLLEGE

## U.S. History to 1877

Course Design

2018-2019

### Course Information

**Division** Social Sciences  
**Course Number** HIS 101 (SUN# HIS 1131)  
**Title** U.S. History to 1877  
**Credits** 3  
**Developed by** Dr. Patrick D. Lukens  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

### Transfer Status

ASU	NAU	UA
HST 109, Humanities, Arts & Design (HU), Social-Behavioral Sciences (SB), Historical Awareness (H)	HIS 291; Social and Political Worlds [SPW]]	HIST 160C1; Tier 1 Traditions & Cultures (TRAD)

**Activity Course** No  
**CIP Code** 54.0101  
**Assessment Mode** Final Exam (65 Questions/65 Points)  
**Semester Taught** Fall and Spring  
**GE Category** Social Sciences  
**Separate Lab** No  
**Awareness Course** Yes (GIH)  
**Intensive Writing Course** No  
**Diversity and Inclusion Course** Yes

### Prerequisites

ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

### Educational Value

Transfer students, History or Social Science majors, or any student wishing to broaden his or her knowledge of American History. Fulfills general education requirements. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

### Description

Colonial America and the United States from pre-Columbian era to 1877. This course of study includes units on discovery, colonization, the formation of the American Union, Constitutional principles, westward expansion, origins of north/south conflict, the Civil War and Reconstruction. Significant economic and social developments are placed in their historical context.

## **Supplies**

None

### **Competencies and Performance Standards**

#### **1. Apply theories of interdisciplinary social sciences to historical events and actors.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. Describe theories historians develop to explain events and issues in history.
- b. Describe how historians use anthropological theories to understand pre-history.
- c. Describe how historians use sociological theories to understand society.
- d. Describe how historians use political science to understand the history of government.

##### **Performance Standards**

*Competence will be demonstrated:*

- o by objective exams
- o by written assignments

*Criteria – Performance will be satisfactory when:*

- o learner can describe theories historians develop to explain events and issues in history
- o learner can describe how historians use anthropological theories to understand pre-history
- o learner can describe how historians use sociological theories to understand society
- o learner can describe how historians use political science to understand the history of government

#### **2. Describe the pre-colonial era of North America.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. Describe pre-Colombian Native American cultures and societies.
- b. List early explorers.
- c. Describe the impact of contact between Native Americans and Europeans.

##### **Performance Standards**

*Competence will be demonstrated:*

- o by objective exams
- o by written assignments

*Criteria – Performance will be satisfactory when:*

- o learner can describe pre-colonial Native American cultures and societies
- o learner can list the early explorers
- o learner can describe the impact of contact between Native Americans and Europeans

#### **3. Describe the process of European colonization of North America.**

##### **Learning objectives**

*What you will learn as you master the competency:*

- a. List English explorers.
- b. Discuss the English motivation for colonization.

- c. Describe the impact of colonization on Native Americans.
- d. Trace the development of slavery in the colonies.
- e. Describe the religious impetus for colonization of North America.
- f. Describe emerging regionalism in the colonial period (north v. south, east v. west).

**Performance Standards**

*Competence will be demonstrated:*

- o by objective exams
- o by written assignments

*Criteria – Performance will be satisfactory when:*

- o learner can list English explorers
- o learner can discuss the English motivation for colonization
- o learner can describe the impact of colonization on Native Americans
- o learner can trace the development of slavery in the colonies
- o learner can describe the religious impetus for colonization of North America
- o learner can describe emerging regionalism in the colonial period (north v. south, east v. west)

**4. Describe the political and economic differences that developed and separated the English crown and the American colonies.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Describe the system of mercantilism.
- b. Assess the struggle for North America.
- c. Describe the impact of the French/English rivalry on North America.
- d. Describe the causes of the Revolutionary War.

**Performance Standards**

*Competence will be demonstrated:*

- o by objective exams
- o by written assignments

*Criteria – Performance will be satisfactory when:*

- o learner can describe the system of mercantilism
- o learner can assess the struggle for North America
- o learner can describe the impact of the French/English rivalry on North America
- o learner can describe the causes of the Revolutionary War

**5. Describe the American Revolution.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Assess the outcomes of the major battles of the American Revolution.
- b. Describe social changes during the Revolutionary War.
- c. Describe political changes during the Revolutionary War.

### **Performance Standards**

*Competence will be demonstrated:*

- o by objective exams
- o by written assignments

*Criteria – Performance will be satisfactory when:*

- o learner can assess the outcomes of the major battles of the American Revolution
- o learner can describe social changes during the Revolutionary War
- o learner can describe political changes during the Revolutionary War

## **6. Analyze the Constitution and Government Institutions during early nationhood.**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Relate the rationale behind the Declaration of Independence.
- b. Describe the weaknesses of the Articles of Confederation.
- c. Analyze the compromises between federalists and anti-Federalists in the development of the Constitution.
- d. Summarize the impact of Madison, Jefferson and Hamilton's goals for the new nation.
- e. Discuss the impact of the French Revolution on the early American politics.
- f. Assess the concept of judicial review as it relates to separation of powers.
- g. Summarize the events surrounding the Louisiana Purchase.
- h. Assess the outcomes of the major battles of the War of 1812.

### **Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams

*Criteria – Performance will be satisfactory when:*

- o learner can relate the rationale behind the Declaration of Independence
- o learner can describe the weaknesses of the Articles of Confederation
- o learner can analyze the compromises between Federalists and Anti-Federalists in the development of the Constitution
- o learner can summarize the impact of Madison, Jefferson and Hamilton's goals for the young nation
- o learner can discuss the impact of the French Revolution on the early American politics
- o learner can assess the concept of judicial review as it relates to separation of powers
- o learner can summarize the events surrounding the Louisiana Purchase
- o learner can assess the outcomes of the major battles of the War of 1812

## **7. Summarize the Jacksonian Era.**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Summarize economic growth in the early 19<sup>th</sup> century.
- b. Examine emerging political issues in the context of both economics and slavery.

- c. Assess the impact of the "Trail of Tears" relocation for both Native Peoples and Anglo-Americans.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams

*Criteria – Performance will be satisfactory when:*

- o learner can summarize economic growth in the early 19<sup>th</sup> century
- o learner can examine emerging political issues in the context of both economics and slavery
- o learner can assess the impact of the "Trail of Tears" relocation for both Native Peoples and Anglo-Americans

**8. Summarize Western expansion.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Analyze key aspects of Euro-American and Native American contacts throughout the frontier area.
- b. Analyze the interest of the US in the Oregon Territory.
- c. Discuss Texas independence and its impact on the United States and Mexico.
- c. Assess the impact of the Mexican War on both the United States and Mexico.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments
- o by objective exams

*Criteria – Performance will be satisfactory when:*

- o learner can analyze key aspects of Euro-American and Native American contacts throughout the frontier area
- o learner can analyze the interest of the US in the Oregon Territory
- o learner can discuss Texas independence and its impact on the United States and Mexico
- o learner can assess the impact of the Mexican War on both the United States and Mexico

**9. List territorial acquisitions up through the Civil War.**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Identify the location of the original 13 colonies.
- b. Describe the impact of the Louisiana Purchase on the new nation.
- c. Assess the importance of the "extra" territory given the US after the Treaty of Paris.
- d. Compare and contrast the paths taken for acquisition of California and Texas.
- e. Show how Manifest Destiny became a reality after the Mexican War.

**Performance Standards**

*Competence will be demonstrated:*

- o by written assignments

- by objective exams

*Criteria – Performance will be satisfactory when:*

- learner can identify the location of the original 13 colonies
- learner can describe the impact of the Louisiana Purchase on the new nation
- learner can assess the importance of the "extra" territory given the US after the Treaty of Paris
- learner can compare and contrast the paths taken for acquisition of California and Texas
- learner can show how Manifest Destiny became a reality after the Mexican War

## **10. Analyze the origins of the Civil War.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe the economic differences that emerged between the north and the south following 1830.
- b. Describe the philosophical differences that emerged between abolitionists and slave owners.
- c. Summarize the impact of the Compromise of 1850 and the Fugitive Slave Law.
- e. Summarize the importance of the Kansas-Nebraska Act as a factor leading to the Civil War.

### ***Performance Standards***

*Competence will be demonstrated:*

- by written assignments
- by objective exams
- by completion of an assigned paper on a historical theme

*Criteria – Performance will be satisfactory when:*

- learner can describe the economic differences that emerged between the north and the south following 1830
- learner can describe the philosophical differences that emerged between abolitionists and slave owners
- learner can summarize the impact of the Compromise of 1850 and the Fugitive Slave Law
- learner can summarize the importance of the Kansas-Nebraska Act as a factor leading to the Civil War

## **11. Assess the impact of the Civil War on both the North and South.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Compare and contrast strengths and weaknesses of the North and the South.
- b. Analyze strategies employed by the North and the South.
- c. Illustrate the destructiveness of the war on the infrastructure of the South.
- d. Describe the effect of emancipation on recently freed slaves and their former masters.
- e. Assess the northern victory as a defeat for states rights.

### ***Performance Standards***

*Competence will be demonstrated:*

- by written assignments

- by objective exams
- by completion of an assigned paper on a historical theme

*Criteria – Performance will be satisfactory when:*

- learner can compare and contrast strengths and weaknesses of the North and South
- learner can analyze strategies employed by North and South
- learner can illustrate the destructiveness of the war on the infrastructure of the South
- learner can describe the effect of emancipation on recently freed slaves and their former masters
- learner can assess the Northern victory as a defeat for states rights

## **12. Assess the aftermath of the Civil War and Reconstruction policies.**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe conditions in the North and South at the conclusion of the Civil War.
- b. Evaluate the social, economic and political effects at the end of slavery.
- c. Summarize the major aspects of Congressional versus Presidential Reconstruction.
- d. Describe the overall mood of the United States in its centennial year.

### ***Performance Standards***

*Competence will be demonstrated:*

- by objective exam
- by written assignments

*Criteria – Performance will be satisfactory when:*

- learner can describe conditions in North and South at the conclusion of the Civil War
- learner can evaluate the social, economic and political effects of the end of slavery
- learner can summarize the major aspects of Congressional versus Presidential Reconstruction
- learner describes the overall mood of the United States in its centennial year

### ***Types of Instruction***

Classroom Lecture

Discussion

Cooperative Learning Exercises

Video Presentations

Multi-Media Presentations

## **Grading Information**

### **Grading Rationale**

Each instructor has the flexibility to develop evaluative procedures and assignments using any combination of the following requirements and suggestions:

Requirements:

1 Pre Test = 0% weight

1 Post Test = 10% minimum weight - 20% maximum weight

3 classroom exams / EACH = 10% minimum weight - 20% maximum weight

Written Project or Projects (i.e. Book Review, Term Paper or Short Papers) totaling at least 1200 words = 10% minimum weight - 20% maximum weight

Instructor Options = 0% minimum weight - 50% maximum weight:

- Instructor may assign administrative points for such items as attendance or participation
- Instructor may assign additional assignments related to written projects (outline, bibliography, rough drafts, etc.)
- Instructor may assign Internet Resource Modules
- Instructor may assign short written assignments
- Instructor may distribute points to quizzes
- Instructor may insert a fourth classroom exam (must be weighted equally to the other three classroom exams)
- Instructor may assign book reviews and term paper
- Instructor may assign work from Primary Document Readers

### **Grading Scale**

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%