

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **HIST**
- F. Course number: **201**
- G. Credit hours: **3**
- H. Title of course: **American History To 1865**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **No**
If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**
- L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone I
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved Not Approved


Department Chairperson Signature

18. Dec., 2018
Date

Faculty Senate General Education Committee Approved Not Approved

Faculty Senate General Education Chairperson Signature

Date

Faculty Senate Approved Not Approved

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

PITTSBURG STATE UNIVERSITY

AMERICAN HISTORY TO 1865 SYLLABUS

FALL 2018

HIST 201-01: MWF 8:00am-8:50am, 407 Russ Hall

Instructor: Dr. Christopher Childers

Office: 406A Russ Hall

Phone: 620-235-4317

E-mail: rchilders@pittstate.edu

Office Hours: Monday, Wednesday, and Friday, 9-10am; Tuesday and Thursday, 9-11am; and by appointment.

Catalog Course Description

The origins of the American nation to the conclusion of the Civil War.

Pitt State Pathway: Human Systems within a Global Context

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness.

In this course, we will

- analyze the structure, development, and change of human economic, political, social and/or cultural systems over time;
- analyze the individual's role and responsibility to society at all levels; and
- evaluate how human systems are interconnected at all levels.

Expected student achievement: Milestone 2 - Explains human organizational systems using a variety of disciplinary and interdisciplinary perspectives.

Companion Element: Diverse Perspectives Within a Global Context

Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding.

In this course, we will

- apply multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
- analyze connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context; and
- analyze issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

Course Objectives and Learning Outcomes

This course adheres to the Kansas Board of Regents Core Outcomes (available in full here: <https://www.kansasregents.org/resources/PDF/3214-2013-14KCOGReport.pdf>)

Students will be able to:

A. Demonstrate Basic Skills and Tools of the Historians' Craft

1. Demonstrate the ability to analyze, synthesize, and evaluate historical information
2. Demonstrate research and writing skills, including the ability to

- a) Interpret primary and secondary sources
- b) Evaluate the validity of sources
- c) Analyze historical perspectives
- d) Recognize change over time

B. Recognize that US History is influenced by ethnicity, race, class, gender, and environment among other factors. With this awareness, students will:

1. Describe major indigenous cultures of North America and evaluate their impact
2. Describe and analyze significant political, social, economic, and diplomatic developments of the European exploration and colonization of North America
3. Trace and evaluate causes, developments and consequences of the American Revolution
4. Describe and analyze significant events in the creation of the American Republic
5. Describe and analyze significant political, social, economic, and diplomatic developments of the Early Republic
6. Describe and analyze significant political, social, economic, and diplomatic developments, including territorial expansion and sectionalism, of antebellum America
7. Trace and evaluate causes, developments and consequences of the Civil War
8. Describe the era of Reconstruction and evaluate its impact

INTRODUCTION

American History to 1865 is an introductory-level course designed to present a survey of American history through the Civil War. Students will examine the following themes, among others: the creation and expansion of the political process, the social and economic lives of Americans, the founding of the American nation, and the rise of sectional tension between the North and South that led the nation into the Civil War.

For two of the three class meetings per week, the instructor will present lectures on the topics indicated in the course schedule. In the third class meeting, students will participate in large and small group discussions based on primary source readings.

REQUIRED TEXTS

U.S. History, OpenStax OER Textbook, <https://openstax.org/details/us-history>

Northup, Solomon. *Twelve Years a Slave*. Originally published 1853. New York: Dover, 2014. (ISBN 9780486789620)

Students must have all textbooks by the first day of class. The instructor cannot make accommodations for students who have not obtained the textbooks. On discussion days, students who do not come to class with their textbooks will be counted as absent.

Students will complete all readings and prepare themselves to discuss the ideas contained therein prior to class. Periodic reading quizzes will assess student learning from the texts.

ASSESSMENT

Each student is required to take all examinations on the appointed days, turn in all assignments on time, and attend class regularly. All of these factors are important to your final grade.

Students will take two unit exams (100 points), a multiple-choice exam (50 points) on the shared reading, and a cumulative final exam. Additionally, students will take three written quizzes (100 points) over the primary source reading assignments. Finally, students will take weekly reading quizzes (10 points each) either in class or online as assigned by the professor.

Because this is a PSU Pathway course, assessments will be based on your ability to describe and explain the content you have learned in this course.

All grades are entered in the Canvas gradebook and are weighted according to the following percentages:

<u>Assessment Tool</u>	<u>Weighted Grade</u>
Exams (two unit exams and book exam)	40%
Final Exam	30%
Reading and Discussion Quizzes	30%
TOTAL	100%

COMPLETION OF ASSIGNMENTS

Late work is not accepted for credit in this course. **No exceptions!** Students must complete all assignments by the due date. If a student must miss an exam or in-class quiz due to an official university activity or documented personal emergency, a request for a makeup must be submitted by e-mail in advance of the absence unless prior notification is not possible due to the nature of the emergency. Any makeup request requires documentation and incomplete requests will not be considered. Makeup opportunities are granted at the sole discretion of the professor.

GRADING POLICY

The grade you earn for this course will be determined based on the following distribution:

“Superior work of high competency”	A	4.0	90-100%
“Good work of better than satisfactory competency”	B	3.0	80-89%
“Work of satisfactory competency”	C	2.0	70-79%
“Work of unsatisfactory competency”	D	1.0	60-69%
“Unacceptable work”	F	0.0	≤ 59%

DISCUSSION SESSIONS

On most Fridays throughout the semester, we will have a class discussion instead of the lecture format. On one level, discussions provide students with an alternative to lectures, where learning is passive. Most importantly, they allow us to actually engage with readings and ideas from class. You should feel free to ask questions, pursue matters not covered in class, debate with one another, and explore broad issues together.

The discussion sessions will focus on primary sources. Historians deal with two types of sources: primary and secondary sources. Secondary sources, like your textbook, offer a narrative of the past from the perspective of someone who has studied a particular era, idea, concept, or person.

Primary sources are documents or physical objects written or created during the time under study. Because they come from a particular time, they offer a firsthand perspective of a particular event.

During the semester, you will take three 10-minute primary source quizzes that will ask you to summarize and analyze an excerpt from a particular primary source and the put the source in historical context. The point of these quizzes is to ensure that students do the reading, reward them for doing the work, assess their understanding of sources, and provide another means of assessment beyond examinations. These are major assignments, so take them seriously!

THE SHARED READING

Our class is an important part of the PSU Pathway. To gain a better understanding of the diverse people who have made American history, we will read a book together as a class: *Twelve Years a Slave* by Solomon Northup. Northup's memoir recalls his harrowing experience as a free man of color sold into slavery.

Please see the schedule for the appropriate time to begin reading this book and for the date of the multiple-choice reading exam on this book.

“I never could have done what I have done without the habits of punctuality, order, and diligence, without the determination to concentrate myself on one subject at a time.”

--Charles Dickens

ATTENDANCE POLICY

Students must attend class regularly and punctually. It is the student's obligation to take notes on lectures; I do not distribute written copies of lectures. Much of the information presented in class, which will form part of the material that will be tested on exams and quizzes, cannot be found in the textbook. In addition, students will not gain any credit for any group work or presentations if they do not attend class sessions.

The professor will take attendance each day in this class, and your attendance will be noted. The professor reserves the right to drop any student who is absent for 6 or more class days, as determined by attendance records. Students who are habitually late to class will also be dropped from the course.

PERSONAL ELECTRONICS POLICY

Students may not use cell phones or other electronic devices in class without express permission from the professor. Students may use laptops, but only for note taking. Violators run the risk of being asked to leave class. Use of electronic devices in class for any reason other than academic purposes will result in the student being charged with an absence for the day.

CONCEALED CARRY WEAPONS POLICY

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, testing without personal properties in close proximity, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy (<http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf>) to ensure they understand the requirements related to concealed carry.

ACADEMIC INTEGRITY

The instructor strictly follows Pittsburg State University's Academic Integrity policy. Please see the syllabus supplement for the full policy.

ACCOMMODATIONS

Any student who requires a learning accommodation should consult with the instructor and the Center for Student Accommodations at the beginning of the semester. Please see the syllabus supplement for more information.

SYLLABUS SUPPLEMENT

Please consult the university's [Syllabus Supplement](#) for additional information on standard university policies that apply to this course.

“History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.”
--Robert Penn Warren

TENTATIVE CLASS SCHEDULE

The professor may modify this schedule, but will do so only if necessary and will give notification as soon as possible.

WK	DATE	TOPIC	TEXTBOOK READINGS
1	Aug 20	Introduction and Pre-Test	Intro-1.3
	Aug 22	First Contact	2.1-2.4
	Aug 24	The Quest for Empire: Spain, France, and Holland	3.1-3.2
2	Aug 27	The British Colonies in North America	3.3-3.4
	Aug 29	The British Colonies in North America (continued)	3.3-3.4
	Aug 31	Discussion: How did the New England colonies address religious freedom and dissent?	Canvas
3	Sep 3	LABOR DAY—NO CLASSES	
	Sep 5	Origins of American Slavery	1.3 and 4.3
	Sep 7	Discussion: How did Bacon's Rebellion reflect the tensions within colonial society? QUIZ 1 TODAY	Canvas
4	Sep 10	Politics and Culture of Empire	4.1-4.4
	Sep 12	The French and Indian War	4.5
	Sep 14	Discussion: Why did the American Revolution happen?	Canvas
5	Sep 17	The Coming of the Revolution	5.1-5.5
	Sep 19	The American Revolution	6.1-6.4
	Sep 21	The American Revolution (continued)	6.1-6.4
6	Sep 24	EXAM 1	

	Sep 26	America Under the Confederation	7.1-7.4
	Sep 28	Discussion: Why did Americans disagree on the Constitution?	Canvas
7	Oct 1	The Age of Federalism	8.1-8.2
	Oct 3	The End of Federalism and Revolution of 1800	8.3-8.4
	Oct 5	Discussion: Why did the government attempt to crack down on immigration and political dissent in the 1790s?	Canvas
8	Oct 8	Jeffersonian America Begin reading Northup, <i>Twelve Years a Slave</i>	8.3-8.4 and 11.1
	Oct 10	The War of 1812	8.4
	Oct 11-12	FALL BREAK—NO CLASSES	
9	Oct 15	The Market Revolution	9.1-9.4
	Oct 17	The Era of Good Feelings and the Missouri Controversy	10.1 and 11.2
	Oct 19	Discussion: How did the Market Revolution and economics impact the lives of early Americans? QUIZ 2 TODAY	
10	Oct 22	Jacksonian Democracy	10.1-10.5
	Oct 24	Jacksonian Democracy (continued)	10.1-10.5
	Oct 26	Discussion: What does the nullification crisis tell historians about states' rights and nationalism in early America?	Canvas
11	Oct 29	The Peculiar Institution	12.1-12.4 and Northup
	Oct 31	Religion and Reform in the Early American Republic	13.1-13.5
	Nov 2	Discussion: How did the influx of European immigrants to the United States during the 1840s and 1850s change the nation?	Canvas
12	Nov 5	EXAM 2	
	Nov 7	Manifest Destiny and Mission: Westward Expansion	11.3
	Nov 9	Discussion: Solomon Northup, <i>Twelve Years a Slave</i>	Northup
13	Nov 12	The Mexican War	11.4-11.5
	Nov 14	North and South: A Tale of Two Sections	
	Nov 16	Discussion: How did slavery and expansion become linked? QUIZ 3 TODAY	14.1 and Northup
14	Nov 19	EXAM—<i>Twelve Years a Slave</i>	
	Nov 21-23	THANKSGIVING BREAK—NO CLASSES	
15	Nov 26	The Political Crisis of the 1850s	14.2-14.3
	Nov 28	Bleeding Kansas, Dred Scott, and the Emergence of Lincoln	14.3-14.4
	Nov 30	Discussion: How did Lincoln and Douglas, in their 1858 debates, exhibit the differences over slavery and freedom?	Canvas
16	Dec 3	The Secession Crisis	15.1
	Dec 5	The Civil War	15.2-15.4

	Dec 7	The Civil War (continued)	15.2-15.4
	Dec 10	FINAL EXAMINATION HIST 202:01: Monday, Dec 10, 8:00-9:50am	

***“Don't look back. Something might be gaining on you.”
--Satchel Paige***