



## Course Description

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

## Course Material(s)

No physical textbook is required; resources are integrated within the course.

## Course Learning Outcomes

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

1. Describe pre-Columbian American cultures with an emphasis on identifying Native American tribes and their associated settlements, tools, agriculture, and trade.
2. Identify the rifts that developed between the European powers and their American colonies.
3. Describe the characteristics of the divided regions of Colonial America.
4. Explain the impact foreign and local governments had on the evolution of American government.
5. Analyze the impact foreign aggression had on American civilian morale.
6. Summarize the influence of political parties on American society, government, and culture.
7. Describe the impact of reform movements in America, from the pre-Colonial period to Reconstruction.
8. Discuss the evolution of American philosophies or ideals.
9. Analyze the impact new technologies had on the evolution of gender and social roles.
10. Discuss the factors leading to the American Civil War.

## Credits

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

## Course Structure

1. **Study Guide:** Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments:** Each unit contains Reading Assignments from outside resources.
5. **Suggested Reading:** Suggested Readings are listed in the Unit I, II, V, and VII study guides. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.
7. **Unit Assessments:** This course contains three Unit Assessments, one to be completed at the end of Units V, VI, and VIII. Assessments are composed of written-response questions.
8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-IV, VI, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail ([library@columbiasouthern.edu](mailto:library@columbiasouthern.edu)) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

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

## LibGuides

Click [here](#) for the LibGuide for this course.

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, ebooks, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

## Unit Assignments

### Unit I Scholarly Activity

After completing the unit and reviewing the Stearns article, answer the following in your own words: “Why I believe it is important to study history.”

First, examples from this unit should be utilized as part of your answer and topics must include, but are not limited to the following items:

- Describing the migration of Native American tribes.
- The influence trade, agriculture, and tools they had on movements and settlements.
- How colonial actions and colonization impacted those among whom the colonists settled.

Second, when studying the movements of Native American peoples and European exploration during the 15th and 16th centuries, what does history tell us about the motivations, practices, and outcomes from the European quests of God, gold, and glory? Why do you believe it was important to study these motivating factors?

Your response should be a minimum of two (2) pages in length. All sources used must be cited and referenced. Paraphrased or quoted material must have accompanying citations.

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

### Unit II Scholarly Activity

After reading the lecture and required readings for this unit, use the knowledge you have learned to write a three page essay on one of the topics below:

- Bacon's revolt on Jamestown, Va.;
- The Pueblo Revolt; and
- Salem witch trials

In order to support your discussion, you will need to select at least one outside source from the CSU Library. Your essay must address, but are not limited to, the following items listed below:

- Introduce the event. This may include what happened, the reason, setting, location, timeline, outcome, and casualties.
- Describe how characteristics of the region of Colonial America impacted your chosen conflict.
- Discuss the American ideals or philosophies that may have caused this event to occur. How have these ideals and philosophies changed to the way we live today?
- Discuss your perspective on the event, including, but not limited to, what was inevitable or avoidable, and what was beneficial or costly.

Again, be sure to review the required reading about what to look for in a scholarly resource, and if you have trouble locating an article, contact a librarian to assist you. Your assignment, which should be three pages total, will not be accepted if your source(s) are not available in CSU's Online Library, and the article you choose must be completely cited and referenced.

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

### **Unit III PowerPoint Presentation**

Choose one major economic act enforced against the colonies by the British Crown prior to war, and cover the following:

- Describe the role, reason, and impact of the act on the colonies.
- Identify the arguments for/against the act by persons in the colonies.
- Identify major actions by the colonies in reaction to your selected act.
- How did this act increase or decrease fears of an overbearing central government?
- What was the nature of the colonial government under crown authority?
- Answer and defend your perspective on the following: "Was this particular act an inevitable catalyst for the eventual war?"

Your presentation should meet the following requirements:

- must have a minimum of 12 slides, not including title or reference slides;
- may have a maximum six pictures total—focus needs to be on content;
- must include a title page identifying your chosen act;
- must include at least one selection from a CSU Online Library database, such as the American History and Life database, that is used as research of the event and views of the time; and
- must include citations throughout, and a reference slide at the end identifying any sources used per 6th edition APA format.

If you require any assistance in creating your PowerPoint presentation, feel free to access this YouTube video created by the CSU Success Center, <http://columbiasouthern.adobeconnect.com/powerpointbestpractices/>, or contact the Success Center at 1.877.875.0533 or [teamSUCCEED@columbiasouthern.edu](mailto:teamSUCCEED@columbiasouthern.edu) to request assistance.

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

### **Unit III Reflection Paper**

Within this unit, you were placed within the time frame of 1750s to 1780s. Imagine that you were living during this time and you, or a family member if you wish, have enlisted in the Colonial Army. What is the general reaction of your family to this decision? Are you (or the enlisted) a part of any special population, region, minority, or other distinction? How does your population, region, minority, or other distinction impact your experience and morale? Will the family stay at home or follow the camp?

Your journal assignment will need to be a minimum one page in length. All sources used must be cited and referenced. Paraphrased or quoted material must have accompanying citations per 6th edition APA format.

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

## **Unit IV Scholarly Activity**

With the times quickly changing, and the recent division among those who support the Federalists and Anti-Federalists, public rallies in the town center have become a common thing.

For the next rally, you have been asked to give a speech regarding how/why you have been influenced by that particular side. After choosing which side to support, use the PowerPoint reading from this unit to choose a minimum of four of the six bullets from slide two titled, “Quick Comparison,” as the basis for your speech. Using these four bullets you have selected summarize how this political divide would evolve into the two-party system. You are to give your speech in the first person based on choosing a Federalist or Anti-Federalist.

You are to choose only **ONE** of the two options below to complete for this assignment.

### **Option 1:**

By choosing this option, you will write out your speech in essay form. Be sure to address the four bullet points you selected from the PowerPoint within the essay for your speech.

Your speech must be a minimum of two (2) pages. A minimum of two (2) reputable sources must be used, cited, and referenced, only one of which can come from the required reading section. This means you will need to find at least one additional source on your own. Inappropriate resources, or failure to use resources available in CSU’s online library can lead to deductions (and loss of your news audience).

**OR**

### **Option 2:**

If you would like to present your speech via audio, then this is your chance! If you choose this option, you will be able to record your speech. Many options exist that you could use to make your recording, such as:

- Audacity—[www.audacityteam.org/](http://www.audacityteam.org/)
- Online Voice Recorder—[www.online-voice-recorder.com](http://www.online-voice-recorder.com)
- Ipadio—[www.ipadio.com](http://www.ipadio.com)
- Webcam file and upload to YouTube.

Or, you can search for other programs/ways to make your recording to upload.

You also have the option to record yourself giving the speech and upload it to YouTube.

### **The following list will guide you as you prepare the speech:**

- Read the grading rubric that follows these instructions. If you need clarification on any of the grading elements, please contact your professor.
- **Your speech must be no less than 4 minutes and no more than 6 minutes.** Speaking outside these time limits can lead to deductions.
- Plan everything out and be sure to practice your speech before recording it.
- When you have recorded your speech, play it back. Ensure that your voice is audible, and if a video, that you are clearly in the center of the screen, and that your facial expressions and body language are easily seen.

In addition to submitting your speech, please submit a reference page separately, which should include a minimum of two reputable sources. These sources must be used, cited, and referenced, only one of which can come from the required reading section. This means you will need to find at least one additional source on your own. Inappropriate resources, or failure to use resources available in CSU’s online library can lead to deductions (and loss of your news audience).

To submit your recorded speech and Reference Page, you must upload both documents before clicking Submit.

Questions should be directed to your professor prior to beginning the assignment.

CSU librarians can help you with your research for this assignment.

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

### **Unit VI Outline**

So far in this course, we have covered many noteworthy figures related to the colonizing and first 90 years of the United States. For this assignment, you will choose a significant figure who contributed to and influenced others during the time discussed in this course—with the exception of any U.S. President—and prepare an outline of how you would choose to communicate that figure's relevance to today. This is not a biography. Your argument should highlight how society remembers your historical figure now.

For this assignment, you will be creating a one-page outline about your chosen figure and how he or she impacted the evolution of American philosophies or ideals. If you choose, this could be used to help write your transcript for the Unit VII assignment, which is described below. Your outline will need to be uploaded for this unit, and it is suggested that you include potential sources.

The goal of this assignment is to prepare you for the Unit VII assignment described below. However, it is not required that you use the same person from your outline in the Unit VII assignment. If you do intend to use this outline in Unit VII, however, it is highly advised that you review and prepare using the instructions for that assignment in mind.

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

### **Unit VII Scholarly Activity**

In this course, we have introduced and assessed many noteworthy figures related to the colonizing and first 90 years of the United States. For this assignment, you will choose a significant figure who contributed to and influenced others during the time discussed in this course—with the exception of any U.S. President—and prepare a tribute focusing on his or her relevance to today. This is not a biography. Your argument should highlight how society remembers your historical figure now, based on the philosophies and ideals he or she presented or helped to change and evolve.

The style of this project is a multimedia presentation *with both audio and video components*; however, the medium used is up to you. Potential examples include, but are not limited to, a videotaped speech, a self-guided PowerPoint presentation, or a video with audio. Creativity and effort will impact the final grade.

Projects are due during Unit VII and will be graded on the following:

- Prepare and submit a two-page reflection, ideally based on the outline assignment from Unit VI.
- Create and submit a visual presentation with your reflection as an audio transcript.
- Use a minimum two sources that can be found in CSU's Online Library (at least one from the American History & Life database).
- Proper citations and references for any use or identification of those sources must be used.
- Length must fall within three to five minutes; in the case of PowerPoint, slides and audio should progress and stop automatically like a taped presentation.
- Content accuracy and avoidance of anachronism are a must.

Many options exist to which you could use to make your recording, such as the following:

- Audacity- <http://www.audacityteam.org>
- Online Voice Recorder- [www.online-voice-recorder.com](http://www.online-voice-recorder.com)
- Ipadio- [www.ipadio.com](http://www.ipadio.com)
- Webcam file and upload to YouTube.
- Microsoft PowerPoint.

Alternatively, you can search for other programs/ways to make your recording to upload.

Once you have completed your recording, save the file to upload, or include a link to YouTube or whichever website you chose to post it. Questions should be directed to your professor prior to beginning the assignment.

CSU librarians can help you with your research for this assignment.

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

## APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

## Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.**

## 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 (3 @ 9%)	= 27%
Scholarly Activities Units I, II, IV (3 @ 9%)	= 27%
Unit III PowerPoint Presentation	= 11%
Unit III Reflection Paper	= 11%
Unit VI Outline	= 10%
Unit VII Scholarly Activity	= 14%
<b>Total</b>	<b>=100%</b>

### **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-1600 America
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Scholarly Activity</b>
Notes/Goals:	

Unit II	1600-1760
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Scholarly Activity</b>
Notes/Goals:	

Unit III	Age of Revolution
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>PowerPoint Presentation</b> <input type="checkbox"/> <b>Reflection Paper</b>
Notes/Goals:	

Unit IV	Building a New Nation
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Scholarly Activity</b>
Notes/Goals:	

Unit V	Jefferson's America
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Assessment</b>
Notes/Goals:	

Unit VI	Jacksonian America
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> <b>Assessment</b> <input type="checkbox"/> <b>Outline</b>
Notes/Goals:	

Unit VII	Western Expansion & the Antebellum South
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Submit:	<input type="checkbox"/> Scholarly Activity
Notes/Goals:	

Unit VIII	American Civil War
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide
Submit:	<input type="checkbox"/> Assessment
Notes/Goals:	