**History 201-U.S. History Instructor Brad Columbus**

**Fall 2019 Tuesday 6:30 Room # D-211 CRN#11645**

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**United States History from Colonization of the Americas (1492) to the Civil War (1876)**

This course is designed to give an overview of the numerous historical themes in American History. The class will view history from a cultural and social perspective. Our goal is to discover the impact that the cultural clash of differing societies had on the formation of the United States of America. The main themes that are to be covered include politics/government, economics and cultural differences such as religion and race.

Students are encouraged to view these themes both critically and analytically during the course. The course will use various primary sources (evidence) in a multitude of ways for students to think and formulate ones view point on the various topics. The exciting part of studying history is that one’s viewpoint after analyzing the evidence can differ from another. This will undoubtedly cause students to share their thoughts and insights throughout the class. Understanding how to interpret and formulate a fact based opinion while studying history will help students not only in other educational pursuits but also in future career paths.

**Course Objectives**

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

* Have a thorough knowledge of American History, both chronology and the content from the colonization the Americas to the reconstruction of the south.
* Work with and critically analyze primary source documents.
* Write and present critical viewpoints formulated from class reading and discussions.
* Effectively use critical thinking skills of evaluation, cause and effect, compare and contrast and understanding of change over time.

**Required Texts**

Eric Foner “Give Me Liberty: Seagull” (V1) (W/Ebook=Interactive Access) V1

**Course Schedule and Assignments**

Class #1 August 27 **A New World**

Introduction to the course/Historical Background prior to 1492

Primary Source**:** *Columbus & Cortez/Las Casas*

Class #2 September 3 **Beginnings of English America**

Creation of American Society

Invasion and Settlement of North America focus Jamestown/Pilgrims

Primary Source**:** Pequot War

Class #3 September 10 **Creating Anglo-America**

Growth and Crisis in Colonial Society (focus Enlightenment/impact & French & Indian War) -Towards Independence: Years of Decision

*Primary Source***:** Salem Witch Trails

Class #4 September 17 **Slavery Freedom and the Struggle for Empire**

Making War and Republican Governments Creating Republican Institutions

*Primary Source:* *Olaudah Equiano/Slave Trade*

Class #5 September 24 **The American Revolution**

Politics and Society in the New Republic

*Primary Source: John Adams (Boston Massacre Case)*

Class #6 October 1 **The Revolution Within**

The War of 1812 and the Transformation of Politics

Economic Transformation

*Primary Source: Adam Smith Wealth of Nations*

Class #7 October 8 **Founding a Nation**

America under the Confederation and a New Constitution

*Primary Source: Federalist Papers*

Class #8 October 15 **The Market Revolution** A new Economy and Markey SocietyPrimary Source: John Marshall Court Cases

***October 22 No Class Reading Day ----Midterm Exam Due October 28th***

Class #9 October 29 **Democracy in America**

Triumph of Democracy and Nationalism

Primary Source: Andrew Jackson

Class #10 November 5 **The Peculiar Institution**

The old South and life under slavery

Primary Source: Amistad Case

Class #11 November 12 **A House Divided**

Manifest Destiny and the Emergence of Lincoln

Primary Source: The Day Articles on Underground Railroad

Class #12 November 19 **A New Birth of Freedom**

First Modern War and coming of Emancipation

*Primary Source: Causes of Civil War*

**No Class November 26 Thanksgiving week**

Class #13 December 3 **“What is Freedom? Reconstruction**

Radical Reconstruction

Primary Source: *Mary Surratt Case*

Class #14 December 10 **Reconstruction and Beyond**

**Final Exam Due December 12th**

**Course Requirements**

**Participation:** the course is designed for shared opinions and insights on topics. The class cannot run as successful without the input and debate of students on historical events. This means that attendance is vital to a student’s success in the class because one cannot duplicate the classroom environment. If you are going to be late or miss a class please notify me ahead of time.

**Civic Participation:** Students can choose to engage in a public/civic local opportunity. Examples: Register to vote and participate in election process, attend a local town or municipal meeting, participate in an organized event or other opportunity approved by student/teacher agreement.Student must reflect on experience via journal style essay, PowerPoint or google site…

**Primary Source Reflections:** Students will be required to respond to two primary source/reading questions throughout the course. Students with have the choice to pick which topics they want to respond to. Student must write one 2/3 page response the other can be complete in multiple ways (PowerPoint, Google site or essay style)

**Exams:** Students will have a midterm and final exam. These will consist of essay questions from which students will write a 2-3 pages well-written response based on course reading and lectures.

**Class Policy**

**Late Work:** Students can redo written assignment as long as it is turned in on time.

**Other:** If you have a question regarding a disability that may affected your progress in this course, please reach out to me or contact 860-215-9017 as soon as possible. Please note that I cannot provide disability accommodation until I receive the necessary paperwork from the college’s Office of Disabilities Services.

**Office Hours**

E-207 4:00-6:30 on Thursdays or by appointment

**Course Standards**

CIVICS AND GOVERNMENT

Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, the United States, and the world.

1. Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time.
2. Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends, and events.
3. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.
4. Using examples of historical or current issues, analyze the political structures, power, and perspectives of diverse cultures, various historical and recent immigrant groups in the United States, and various cultures in the world.

HISTORY

Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world.

1. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Native American cultures, the nation, and the world.
2. Select and organize evidence from primary and secondary sources to support an historical interpretation or argument.
3. Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration), and their impact on societal issues, trends and events.
4. Identify and critique diverse perspectives on societal issues, trends, and events and articulate priorities different groups or people hold in their perspectives.
5. Apply an understanding of causality, connections, and significance to develop credible explanations of historical events based on reasoned interpretation of evidence.

APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND SKILLS

Collaboratively and independently research, present, and defend discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

1. Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills and using relevant tools, technologies, and sources from social studies fields to conduct the inquiry.
2. Gather, synthesize, and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.
3. Evaluate various explanations and authors’ differing points of view on the same event or issue, citing specific textual evidence from primary and secondary sources to support analysis.
4. Develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.
5. Construct and present arguments both orally and in writing in which claims, counterclaims, reasons, and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience’s knowledge level, concerns, values and possible biases.

Written Communication

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence that
2. Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources.

Accountable Talk

1. Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively
2. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence.
4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
5. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems.
6. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.