

## HST201: U.S. History to Reconstruction

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### Course Description and Outcomes



#### Course Description:

This course focuses on the history of the United States from the founding of the North American colonies to the 1877 Reconstruction era. This course fulfills a general education History requirement. This is an approved Colorado gtPathways course.

#### Course Overview:

Students will complete readings, activities, discussions, and assignments that cover events in United States history from the discovery of the New World through the Reconstruction era including the establishment of British colonies, the American Revolution, the founding and growth of the United States, and the Civil War.

#### Course Learning Outcomes:

1. Examine the structure of U.S. History before 1877.
2. Analyze various sources used for historical research including government documents, memoirs, diaries and letters, periodicals of the time, as well as other sources.
3. Evaluate the process that historians practice in interpreting the past.
4. Analyze the integration of historical information into the process of critical thinking.
5. Assess the role of slavery and westward expansion in the development of American institutions
6. Discuss societal changes, including technology and economic changes, prior to 1877.

### Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

## Course Schedule



### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire. *In this course we will use the Inquizitive testing tool, available through W.W. Norton to complete Mastery Exercises. Inquizitive delivers Mastery Exercise questions that are closely aligned with course, module, and reading outcomes, and provides feedback specific to the reading that you have done in each module. Although the length of the Mastery Exercises varies according to the reading, and the format may look somewhat different than you are used to seeing in other courses, the grading and point values will be consistent and will appear in the Gradebook for the course. If you have questions about Inquizitive, please direct them to your instructor.*
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

| Week # | Readings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assignments                                                                                                                                               |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <ul style="list-style-type: none"> <li>• Chapter 1 in <i>America: A Narrative History</i></li> <li>• Columbus, C. (1492/1893). <i>The journal of Christopher Columbus (during his first voyage), and documents relating to the voyages of John Cabot and Gaspar Corte Real</i>. C. R. Markham (Ed., Trans.). London. 37-68. Retrieved from <a href="http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/#http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/">http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/#http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/</a>. (Primary Source)</li> <li>• Columbus, C. (2009). Letter to the king and queen of Spain. <i>Letter to the king and Queen of Spain, 1</i>. (Primary Source)</li> <li>• Mach, A. (2011, October 10). Christopher Columbus: Five things you thought you knew about the explorer. <i>Christian Science Monitor</i>. Retrieved from <a href="http://www.csmonitor.com/USA/2011/1010/Christopher-">http://www.csmonitor.com/USA/2011/1010/Christopher-</a></li> </ul> | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> </ul> |

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|   | Columbus-Five-things-you-thought-you-knew-about-the-explorer/MYTH-Columbus-set-out-to-prove-the-earth-was-round.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                      |
| 2 | <ul style="list-style-type: none"> <li>• Chapters 2 &amp; 3 in <i>America: A Narrative History</i></li> <li>• Kidd, Thomas S. (2007). Daniel Rogers' egalitarian great awakening. <i>Journal of the historical society</i>, 7(1), 111-135. DOI: 10.1111/j.1540-5923.2007.00207.x.</li> <li>• Horn, J. (2011). The founding of English America: Jamestown. <i>OAH Magazine of History</i>, 25(1), 25-29.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> <li>• Critical Thinking (90 points)</li> <li>• Portfolio Project Milestone (5 points)</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>• Chapters 4 &amp; 5 in <i>America: A Narrative History</i></li> <li>• Adams, A. (1776, March 31 – April 5). Letter from Abigail Adams to John Adams. <i>Adams family papers: An electronic archive</i>. Massachusetts historical society. Retrieved from <a href="http://www.americanyawp.com/reader/the-american-revolution/abigail-and-john-adams-converse-on-womens-rights-1776/">http://www.americanyawp.com/reader/the-american-revolution/abigail-and-john-adams-converse-on-womens-rights-1776/</a>. (Primary Source.)</li> <li>• The Declaration of Independence. (2009). <i>Declaration of Independence (Primary Source Document)</i>, 1. (Primary Source)</li> <li>• Jefferson, T. (1788). Notes on the State of Virginia. Retrieved from <a href="http://www.americanyawp.com/reader/the-early-republic/thomas-jefferson-notes-on-the-state-of-virginia-1788/">http://www.americanyawp.com/reader/the-early-republic/thomas-jefferson-notes-on-the-state-of-virginia-1788/</a>. (Primary Source)</li> <li>• Jemison, M. (2009). A View of the Revolution (through Indian eyes). <i>View of the Revolution (Through Indian Eyes)</i>, 157</li> <li>• Payne, T. (1776). Thomas Payne calls for American independence. <i>Common sense</i>. Retrieved from <a href="http://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/">http://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/</a>. (Primary Source)</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> <li>• Critical Thinking (90 points)</li> </ul>                                                   |
| 4 | <ul style="list-style-type: none"> <li>• Chapters 6-8 in <i>America: A Narrative History</i></li> <li>• Fleming, T. (2010). Dolley Madison saves the day. <i>Smithsonian</i>, 40(12), 50-56.</li> </ul> <p>Gutzman, K. R. C. (2012). Thomas Jefferson's federalism, 1774-1825. <i>Modern age</i>, 53(3), 74-80.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> <li>• Portfolio Project Milestone (35 points)</li> </ul>                                         |
| 5 | <ul style="list-style-type: none"> <li>• Chapters 9-10 in <i>America: A Narrative History</i></li> <li>• 2<sup>nd</sup> Session of the 21<sup>st</sup> Congress of the United States Government. (1830). Indian removal act document. Legends of America. Retrieved from <a href="http://www.legendsofamerica.com/na-indianremovalact.html">http://www.legendsofamerica.com/na-indianremovalact.html</a>. (Primary Source)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> </ul>                                                                                            |

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|   | <ul style="list-style-type: none"> <li>• Howe, D. (2010). Missouri, slave or free? <i>American heritage</i>, 60(2), 21.</li> <li>• Remeni, R. (2001). Andrew Jackson and the Indian removal act. <i>American history magazine</i>. Retrieved from <a href="http://www.historynet.com/indian-removal-act">http://www.historynet.com/indian-removal-act</a>.</li> <li>• Stanton, E. C., &amp; Mott, L. (1848). The declaration of sentiments: Seneca Falls conference. <i>The modern history sourcebook</i>. Retrieved from <a href="http://sourcebooks.fordham.edu/mod/senecafalls.asp">http://sourcebooks.fordham.edu/mod/senecafalls.asp</a>. (Primary Source)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Critical Thinking (95 points)</li> </ul>                                                                                                                            |
| 6 | <ul style="list-style-type: none"> <li>• Chapters 11 &amp; 12 and pp. 464-547 in <i>America: A Narrative History</i></li> <li>• Brookhiser, R. (2012). The longest presidential campaign. <i>American History</i>, 46(6), 16-17.</li> <li>• Cherokee Nation. (1836). <i>Cherokee petition protesting removal. House documents, otherwise publ. as executive documents: 13th Congress, 2d Session-49th Congress, 1st Session. United States congressional serial set. Doc. No. 286</i>, pp. 1-5. Retrieved from <a href="http://www.americanyawp.com/reader/manifest-destiny/ Cherokee-petition-protesting-removal-1836/">http://www.americanyawp.com/reader/manifest-destiny/ Cherokee-petition-protesting-removal-1836/</a>. (Primary Source)</li> <li>• Purvis, R. (1838). <i>Appeal of forty thousand citizens, threatened with disfranchisement, to the people of Pennsylvania</i>. Retrieved from <a href="http://www.americanyawp.com/reader/democracy-in-america/black-philadelphians-defend-their-voting-rights-1838/">http://www.americanyawp.com/reader/democracy-in-america/black-philadelphians-defend-their-voting-rights-1838/</a>. (Primary Source)</li> <li>• Shoaf, D. B. (2014). Slavery's hazards. <i>Civil War Times</i>, 53(4), 31.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> <li>• Critical Thinking (95 points)</li> </ul>           |
| 7 | <ul style="list-style-type: none"> <li>• Chapters 13 &amp; 14 of <i>America: A Narrative History</i></li> <li>• Reap, M. A., &amp; Rethlefsen, L. (2006). Examining the westward movement through a new lens: The Donner Party. <i>Social Studies</i>, 97(2), 51-55.</li> <li>• Soodalter, R. (2013). Island of tolerance from slavery to Nebraska. <i>Nebraska Life</i>, 17(4), 28.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> <li>• Portfolio Project Milestone (10 points)</li> </ul> |
| 8 | <ul style="list-style-type: none"> <li>• Chapter 15 &amp; 16 of <i>America: A Narrative History</i></li> <li>• Holloway, L. (2013). RE-enSLAVED: How African-American bondage came back after emancipation. <i>Humanities</i>, 34(2), 38.</li> <li>• A call to the hospital [Poem] (1866). in K. Cumming, <i>A journal of hospital life in the Confederate army of Tennessee</i> Louisville (pp. 104-105). Retrieved from <a href="http://www.americanyawp.com/reader/the-civil-war/poem-about-civil-war-nurses-1866/">http://www.americanyawp.com/reader/the-civil-war/poem-about-civil-war-nurses-1866/</a>. (Primary Source)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercise (0 points)</li> <li>• Mastery Exercise (10 points)</li> <li>• Portfolio (300 points)</li> </ul>                  |

- Washington, B. T. (n.d). *Up from slavery: An autobiography*. Raleigh, NC: Alex Catalogue. (Primary Source) (Read chapters one and two only.)

## Assignment Details



This course includes the following assignments/projects:

### Module 1

#### PORTFOLIO PROJECT REMINDER

##### Options 1 & 2: Review Portfolio Project Requirements

Read the full description of the Portfolio Project in the Module 8 folder. Note that there are two options for you to choose from, but you will complete only one. This week, review those options and decide which one appeals to you. Next week, Module 2, you will submit your Portfolio Project topic.

Note, too, that both options require preliminary deliverables or Portfolio Milestones. These are due in Weeks 2, 4, and 7. Visit the respective Module folders to review full descriptions of these Milestone assignments.

The components for both options of the Portfolio Project are listed below.

- Week 2: Submit your Portfolio Project topic (5 points)
- Week 4: Portfolio Project Bibliography due (35 points)
- Week 7: Portfolio Project Draft Outline due (10 points)
- Week 8: Portfolio Project Due (300 points)

### Module 2

#### Critical Thinking (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

##### Option #1: Using Indentured Servants for Labor (paper)

Labor in colonial America was scarce. Write a paper explaining the development of using indentured servants for labor in the colonies. Below are some of the items you may include:

- Indentured servants, beginning and decline of this labor type
- Changes, problems, and issues with indentured servant labor
- Unintended consequences of using indentured servants.

#### Directions:

- Your paper should be two pages long, not including the required References page.
- Format your paper according to the *CSU-Global Guide to Writing and APA Requirements*.
- Your paper should include at least four paragraphs with an introduction, a body with at least three fully developed paragraphs, and a conclusion. It should contain a fully developed and supported thesis statement.

- Include a minimum of two academic sources (journal articles, books, etc.) other than the textbook for the course.

### **Option #2: Using Slaves for Labor (paper)**

Labor in colonial America was scarce. Write a paper explaining the development of using slaves for labor in the colonies. Below are some of the items you may include:

- The development of using slaves for labor
- Changes, problems, and issues with slave labor
- Unintended consequences of using slave labor.

Directions:

- Your paper should be two pages long, in addition to the required References page.
- Format your paper according to the *CSU-Global Guide to Writing and APA Requirements*.
- Your paper should include at least four paragraphs with an introduction, a body with at least three fully developed paragraphs, and a conclusion. It should contain a fully developed and supported thesis statement.
- Include a minimum of two academic sources (journal articles, books, etc.) other than the textbook for the course.

### **Portfolio Project Milestone (5 points)**

#### **Options 1 & 2: Portfolio Project Selection**

For the final Portfolio Project, depending on the option you choose to complete, you will either write a paper or create a presentation about an event that took place during a period of U.S. history up to Reconstruction. This will be written or created from the perspective of an influential, yet under-represented person living during the time. Review the full Portfolio Project description in the Module 8 folder.

This week, you will post your topic in the Week 2 Portfolio Project thread on the Discussion Board. Your topic posting should include the following:

1. A title for your Portfolio Project
2. A fully developed thesis statement
3. A two- to three-sentence topic summary.

## **Module 3**

### **Critical Thinking (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### **Option #1: Reasons for Revolt: The Revolutionary American Colonial Perspective on the British Monarchy (paper)**

The British King and bureaucracy (the Crown) thought the colonists were acting like spoiled children. The colonists thought the British were overbearing, taxing unfairly, and ignoring their grievances. For this assignment, take the perspective of American colonists and write a paper explaining why the British colonies in North America revolted against the Crown.

Below are some of the items to consider:

- The colonial relationship to the British before/after the French and Indian War
- The acts passed by the British government
- The grievances stated in the Declaration of Independence
- The events that escalated the division between the Crown and the colonists.

Directions:

1. Write a two-page paper (not including the required References page) that is formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
2. Your paper should include at least four paragraphs with an introduction, a body with at least three fully developed paragraphs, and a conclusion. The essay should contain a fully developed and supported thesis statement.
3. Include a minimum of two academic sources (journal articles, books, etc.) other than the textbook.

**Option #2: Reasons for Revolt: The Loyalist American Colonial Perspective on the American Colonies (paper)**

The British King and bureaucracy (the Crown) thought the colonists were acting like spoiled children. The colonists thought the British were overbearing, taxing unfairly, and ignoring their grievances. However, not all Colonial Americans were in favor of seeking separation from Great Britain. There were Loyalists among the colonists. Explain why the Loyalists remained loyal to the British crown and did not support the revolt.

Below are some of the items to consider:

- The colonial relationship to the British before/after the French and Indian War
  - The acts passed by the British government
  - The grievances stated in the Declaration of Independence
  - The events that escalated the division between the Crown and the colonists.
1. Write a two-page paper (not including the required References page) that is formatted according to the *CSU-Global Guide to Writing and APA Requirements*.
  2. Your paper should include at least four paragraphs with an introduction, a body with at least three fully developed paragraphs, and a conclusion. The essay should contain a fully developed and supported thesis statement.
  3. Include a minimum of two academic sources (journal articles, books, etc.) other than the textbook.

**Module 4**

**Portfolio Project Milestone (35 points)**

**Options 1: Bibliography of Sources (paper)**

1. Create a bibliography of sources you plan to use for your Portfolio Project (read the full description of the Portfolio Project options in the Module 8 folder).
2. You should have at least five sources—one of which must be a scholarly, peer-reviewed journal article—to support your paper. **Definition of a Primary Source:** A primary source is any source, document or artifact that was created at the time of the event. It was usually created by someone who witnessed the event, lived during or even shortly afterwards, or somehow would have first-hand knowledge of that event. A secondary source, by contrast, is written by a historian or someone writing about the event after it happened.
3. Each source should be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

4. You are free to decide whether to use these sources in your final Portfolio Project paper or presentation – this draft is intended to be a starting point for your paper (much as you would gather the ingredients together for a cake before you start to bake).
5. Post your bibliography in the Portfolio Project thread on the Week 4 Discussion Board.
6. Include with your bibliography a paragraph explaining where you found your sources and any difficulties you continue to have with your project.

### Option 2: Bibliography of Sources (presentation)

1. Create a bibliography of sources you plan to use for your Portfolio Project (read the full description of the Portfolio Project options in the Module 8 folder).
2. You should have at least five sources—one of which must be a scholarly, peer-reviewed journal article—to support your paper. **Definition of a Primary Source:** A primary source is any source, document or artifact that was created at the time of the event. It was usually created by someone who witnessed the event, lived during or even shortly afterwards, or somehow would have first-hand knowledge of that event. A secondary source, by contrast, is written by a historian or someone writing about the event after it happened.
3. Each source should be formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to cite images you plan to use. Remember that images fall under copyright laws. You may not download just any image from a website without understanding whether it falls under copyright. If downloading from the internet, look for images in the “public domain” such as those from Wikimedia Commons, which clearly describes what attribution you must provide when using the image.
4. You are free to decide whether to use these sources in your final Portfolio Project paper or presentation – this draft is intended to be a starting point for your paper (much as you would gather the ingredients together for a cake before you start to bake).
5. Post your bibliography in the Portfolio Project thread on the Week 4 Discussion Board.
6. Include with your bibliography a paragraph explaining where you found your sources, how you have decided to present your images (website, VoiceThread, PowerPoint converted to pdf, or YouTube), and any difficulties you continue to have with your project.

## Module 5

### Critical Thinking (95 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking Assignment, there is only one rubric. Review the rubric in the module folder to confirm you are meeting the assignment requirements.

### Option #1: Uniting the Nation: Economic Growth (paper)

Write a paper that explains what factors accounted for the tremendous growth in the American economy between 1790 and 1860. Below are some items to consider. (Please refer to at least two of these in your response.)

- Changes in communications
- Changes in transportation
- Changes in agricultural production

In your paper, relate the most significant impact of one or more of these factors and how they helped transform the American economy as it approached the eve of the Civil War.

Requirements:

- Your paper should include at least four paragraphs with an introduction, a body with at least three fully developed paragraphs, and a conclusion. The essay should contain a fully developed and supported thesis statement.
- Your paper should be two to three pages in length, not including the required References page.

- Incorporate a minimum of two academic sources (journal articles, books, etc.) other than the textbook for the course. Please use at least one primary source, identified in the syllabus.
- Format your entire paper according to the *CSU-Global Guide to Writing and APA Requirements*.

### **Option #2: Uniting the Nation: Political Development (slide presentation)**

As the nineteenth century began, in what ways was America united? What were the bonds that united America and its sections together? How would these bonds help shape America's future? Below are some items to consider. (Please address only one of these in your response.)

- The American System
- Judicial Decisions
- Political Unity

Requirements:

- Create a six-slide presentation. You may use Prezi, PowerPoint, or another slide presentation program. Information must be completely covered in the submitted presentation, with no need for any supplemental documents. That is, all information must be conveyed clearly and completely, without reliance on a formal presentation or speech accompanying the slides for clarity.
- The slide presentation is six slides in length, not including the required References slide.
- Each slide must include text or audio narration and at least one image. (Remember that images need to be cited! Be careful about copyright rules when finding images on the internet. Images must be in the public domain. Wikimedia Commons, Creative Commons, or a Google search on “public domain [name of subject matter]” can be useful in this regard.)
- Follow good design principles. Visit the *CSU-Global Visual Presentation Tips* at <http://csuglobal.libguides.com/CommonWritingAssign/vispresent>.
- Include a three-page transcript of the presentation to accompany the presentation. This should be a separate Word document that **does not** need to be formatted according to CSU-Global APA requirements. It should, however, indicate which part of the presentation it is aligned to. Label slide or frame numbers in the transcript only (to match the presentation).
- Your presentation should include an introduction, a thesis statement, a body, and a conclusion. Your presentation should lead the viewer through the information in sequential order with transitions of some type to make a cohesive presentation.
- Incorporate a minimum of two academic sources (journal articles, books, etc.) other than the textbook for the course. Use at least one primary source from those primary sources identified in the syllabus. These sources must be referenced on a References slide.
- Format your presentation (other than the transcript accompanying the presentation. See above, under “Content”) according to the *CSU-Global Guide to Writing and APA Requirements*.

## **Module 6**

### **Critical Thinking (95 points)**

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Critical Thinking assignment, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

### **Option #1: Acceptance of Populations: Minority Groups (presentation)**

Minorities have experienced an unpredictable history in the United States, with some eventually becoming part of the mainstream while others continuing to exist in the margins of society. Using your knowledge from previous chapters in the textbook that discussed minority groups, compare the various experiences and acceptance of those

groups by 1840. Consider the following minority groups as you respond, and include an analysis of at least two groups.

- Irish, German, Scottish
- African-Americans; free blacks and slaves
- American Indians

Requirements:

- **Create a presentation:** You may use Prezi, PowerPoint, video, or other presentation format. Your slide presentation must be six to eight slides in length, not including the required References slide. Other formats such as video must be 3-4 minutes in length including the required References section/frame.
- **Follow Good Design Principles:**
  - Each slide/frame must include text or audio narration and at least one image. (You must have at least six to eight images total. Remember that images need to be cited! Be careful about copyright rules when finding images on the internet. Images must be in the public domain. Wikimedia Commons, Creative Commons, or a Google search on “public domain [name of subject matter]” can be useful.)
  - Follow good design principles. Visit the *CSU-Global Visual Presentation Tips* at <http://csuglobal.libguides.com/CommonWritingAssign/vispresent>.
- **Generate Solid, Logical Content:**
  - The presentation should lead the viewer through the information in sequential order with transitions of some type making a cohesive presentation.
  - Include a three-page transcript to accompany the presentation. Information must be thoroughly covered in the submitted document, without requiring supplemental documents. That is, all information must be conveyed clearly and completely in the slide presentation, without a formal presentation or speech accompanying the slides.
  - include an introduction and thesis statement, a body, a conclusion, and a references slide.
  - Do not rely on personal or published opinions that denote value. All information presented must be backed with scholarly, peer-reviewed references.
- **Use Credible Sources:** You should incorporate a minimum of two credible, academic sources, not including the course textbook. Please use at least one primary source from those primary sources identified in the syllabus. These sources must be referenced on the required References slide/frame.
- **Format** your presentation according to *CSU-Global Guide to Writing and APA Requirements*.

#### Option #2: Acceptance of Populations: Economic Groups (presentation)

Using your knowledge from previous chapters that discussed economic groups, compare the various experiences and acceptance of those groups by 1840. Below are some economic groups to consider. Please include an analysis of at least two groups.

- Factory workers
- Railroad workers
- Agricultural workers
- Society elites, bankers, and stockholders

Requirements:

- **Create a presentation:** You may use Prezi, PowerPoint, video, or other presentation format. Your slide presentation must be six to eight slides in length, not including the required References slide. Other formats such as video must be 3-4 minutes in length including a References section.
- **Follow Good Design Principles:**
  - Each slide/frame must include text or audio narration and at least one image. (You must have at least six to eight images total. Remember that images need to be cited! Be careful about

copyright rules when finding images on the internet. Images must be in the public domain. Wikimedia Commons, Creative Commons, or a Google search on “public domain [name of subject matter]” can be useful.)

- Follow good design principles. Visit the *CSU-Global Visual Presentation Tips* at <http://csuglobal.libguides.com/CommonWritingAssign/vispresent>.
- **Generate Solid, Logical Content:**
  - The presentation should lead the viewer through the information in sequential order with transitions of some type making a cohesive presentation.
  - Include a three-page transcript to accompany the presentation. Information must be thoroughly covered in the submitted document, without requiring supplemental documents. That is, all information must be conveyed clearly and completely in the slide presentation, without a formal presentation or speech accompanying the slides.
  - include an introduction and thesis statement, a body, a conclusion, and a references slide.
  - Do not rely on personal or published opinions that denote value. All information presented must be backed with scholarly, peer-reviewed references.
- **Use Credible Sources:** Incorporate a minimum of two credible, academic sources, not including the course textbook. Please use at least one primary source from those primary sources identified in the syllabus. These sources must be referenced on the required References slide.
- **Format** your presentation according to the *CSU-Global Guide to Writing and APA Requirements*.

## Module 7

### Portfolio Project Milestone (10 points)

#### Options 1 & 2: Portfolio Project Draft Outline

1. Create a draft outline of your project.
2. Include a References page that lists all your sources.
3. Format according to the *CSU-Global Guide to Writing and APA Requirements*.
4. Include with your submission a discussion of your findings and describe any problems you have overcome or need to overcome to have a successful project.
5. Submit this to the Portfolio Project thread on the Week 7 Discussion Board.
6. Respond to the postings of at least two classmates, providing appropriate feedback on their draft outlines.

## Module 8

### Portfolio Project (300 points)

Choose one of the following two assignments to complete this week. Do *not* complete both assignments. Identify your assignment choice in the title of your submission. Note that while there are two options for the Portfolio Project, there is only one rubric. Review the rubric to confirm you are meeting the assignment requirements.

#### Option 1: Historical Perspective (essay)

For the final Portfolio Project, you will write a paper about a person or an event in a period of U.S. history up to Reconstruction that is relevant to your major area of study or of interest to you. You will write about this person or event from the perspective of another historical personality who lived at the same time as the person or event you are going to describe.

For your historical personality, try to select someone from an under-represented population (examples of possible perspectives include that of Anne Hutchinson, Pocahontas, or Sojourner Truth). This analysis is to make you think about how events/people's actions were interpreted at the time.

There are three Portfolio Project Milestones due in Modules 2, 4, and 7. Visit each Module folder for full details on those assignments.

- Week 2: Portfolio Description Posting (5 Points)
- Week 4: Declare Portfolio Topic (35 Points)
- Week 7: Outline (10 Points)

Paper Requirements:

- Remember that you writing from the perspective of a historical person about another person or an event from a period of U.S. history up to Reconstruction. From your historical person's perspective, provide a thorough summary of the person or event you've chosen to write about, including the incidents that took place and any key individuals involved or affected.
- Address the general importance of the person or event in the context of U.S. history.
- Now, explain specifically how the person or event changed "your" daily life—"you" being the historical persona you have adopted.
- Think long-term: How will the person or the event you are describing make a long-term impact in the lives of people who are in the under-represented group to which your historical person/perspective belongs?

Paper Requirements:

- Your paper must be four to six pages, not including the required references and title pages.
- Use at least five sources, not including the textbook. Include a scholarly journal article. Include at least one primary source from those identified in the syllabus. **Definition of a Primary Source:** A primary source is any source, document or artifact that was created at the time of the event. It was usually created by someone who witnessed the event, lived during or even shortly afterwards, or somehow would have first-hand knowledge of that event. A secondary source, by contrast, is written by a historian or someone writing about the event after it happened.
- Have an introduction and strong thesis statement. Make use of support and examples supporting your thesis
- Finish with a forceful conclusion reiterating your main idea.
- Format your paper according to the *CSU-Global Guide to Writing and APA Requirements*.

### **Option 2: Historical Event (presentation)**

For the final Portfolio Project, create a presentation. You may use Prezi, VoiceThread, PowerPoint, YouTube, or a website, for example.

This presentation must be about a person or an event (choose one relevant to your major area of study or of interest to you) from a period of U.S. history up to Reconstruction. You will create your presentation about this person or event from the perspective of another historical personality who lived at the same time as the person or event you are going to describe.

For your historical personality, try to select someone from an under-represented population (examples of possible perspectives include that of Anne Hutchinson, Pocahontas, or Sojourner Truth). This analysis is to make you think about how events/people's actions were interpreted at the time.

Portfolio milestones are due in the weeks they are assigned. Visit the week's assignments page for full details.

- Week 2: Portfolio Project Description (5 Points)
- Week 4: Bibliography of Sources (35 Points)
- Week 7: Draft Outline (10 Points)

This presentation must include a discussion of the following topics:

- Remember that you writing from the perspective of a historical person about another person or an event from a period of U.S. history up to Reconstruction. From your historical person’s perspective, provide a thorough summary of the person or event you’ve chosen to write about, including the incidents that took place and any key individuals involved or affected.
- Address the general importance of the person or event in the context of U.S. history.
- Now, explain specifically how the person or event changed “your” daily life—“you” being the historical persona you have adopted.
- Think long-term: How will the person or the event you are describing make a long-term impact in the lives of people who are in the under-represented group to which your historical person/perspective belongs?

Presentation requirements:

- Include between 10 to 14 paragraphs of information, either in text or audio narration. This length does not include the required References section/slide/frame.
- Include at least four to six images, such as portraits, images of documents important to the individual, or images of the country at the time. (Remember that images need to be cited! Be careful about copyright rules when finding images on the internet. Images must be in the public domain. Wikimedia Commons, Creative Commons, or a Google search on “public domain [name of subject matter]” can be useful in this regard.)
- Use at least five sources, including a scholarly journal article, and not including the textbook. Include at least one primary source from those primary sources identified in the syllabus. Include your sources in your Reference section/slide/frame. **Definition of a Primary Source:** A primary source is any source, document or artifact that was created at the time of the event. It was usually created by someone who witnessed the event, lived during or even shortly afterwards, or somehow would have first-hand knowledge of that event. A secondary source, by contrast, is written by a historian or someone writing about the event after it happened.
- Have an introduction and strong thesis statement. Make use of support and examples supporting your thesis. Finish with a forceful conclusion reiterating your main idea.
- Format your presentation according to the *CSU-Global Guide to Writing and APA Requirements*.

## Course Policies



### Course Grading

- 20% Discussion Participation
- 0% Opening Exercises
- 8% Mastery Exercises
- 37% Critical Thinking Assignments
- 35% Final Portfolio Project and Milestones

### Grading Scale and Policies

|    |             |
|----|-------------|
| A  | 95.0 – 100  |
| A- | 90.0 – 94.9 |
| B+ | 86.7 – 89.9 |
| B  | 83.3 – 86.6 |
| B- | 80.0 – 83.2 |

|    |               |
|----|---------------|
| C+ | 75.0 – 79.9   |
| C  | 70.0 – 74.9   |
| D  | 60.0 – 69.9   |
| F  | 59.9 or below |

### **In-Classroom Policies**

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.