

**Eastern Illinois University  
Revised Course Proposal  
HIS 2090G, History of the United States to 1877, Honors**

1. Catalogue Description

- a) HIS 2090G
- b) History of the United States to 1877, Honors
- c) 3-0-3
- d) On demand
- e) U.S. to 1877
- f) The colonial period; the independence movement; framing and adoption of the Constitution; growth of American nationality; Manifest Destiny; the Civil War and Reconstruction. WI
- g) Admission to Honors College
- h) Fall 2006

2. Learning Objectives and Evaluation

- a) Student Learning Objectives and General Education Criteria.

HIS 2090G contributes to the goals of EIU's General Education program. 1) The course helps enhance literacy and oral communication by requiring in-class discussion of primary source documents and important issues in early U.S. history. 2) It encourages critical and reflective thinking by emphasizing the analysis of primary source documents, which encourages students to think critically about important debates in U.S. history, to recognize arguments, and to evaluate evidence. It also provides "sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions." 3) The course helps promote responsible global citizenship by teaching students to "comprehend world-shaping forces and events," and the role of the United States in those events. It also teaches students to appreciate the diverse experiences and perspectives that shape human culture (emphasizing the contributions of Europeans, Africans, Native Americans, and Asians to American society), and to understand historical events (many of which involve the United States) that have shaped world cultures.<sup>1</sup>

Students will...

- (1) identify the major developments in United States history until 1877.
- (2) analyze primary source texts and place those texts within a historical context, demonstrating the ability to think critically and reflectively.
- (3) describe important debates regarding the settlement, development and expansion of the United States until 1877 within a world context.
- (4) articulate concepts and arguments verbally in class discussions.
- (5) develop written communication abilities through primary source analysis papers and in-class written exams.
- (6) identify world-shaping forces and events.

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<sup>1</sup> Council on Academic Affairs, EIU, *General Education Assessment & Refinement Report*, [online]; available from <http://www.eiu.edu/~eiucaa/GenEdFINAL.pdf>; Internet; accessed September 14, 2005.

- (7) describe the diverse experiences and perspectives that shape human culture.
- (8) identify historical events that have shaped world cultures.
- (9) conduct individual research and produce a research paper, in accordance with the requirements of the Honor's College

b) Methods of Evaluation

Student achievement of the stated objectives [including General Education (GE) objectives] will be evaluated based on the following activities and grades assigned according to the given percentages:

	Written Examinations (2) (30%, 15% each)	Primary source analyses (15%)	Weekly essay quizzes or quick-writes (20%)	Class participation (15%)	Honors Research Paper (20%)
identify major developments	X			X	X
describe debates	X		X	X	
analyze/contextualize primary texts (GE)		X	X	X	
articulate concepts and arguments verbally (GE)				X	X
develop written communication abilities (GE)	X	X	X		X
identify world-shaping forces and events (GE)	X	X	X	X	
describe the diverse experiences and perspectives that shape human culture (GE)	X	X	X	X	
identify historical events that have shaped world cultures (GE)	X	X	X	X	

c) This course is not currently technology delivered.

d) N/A

e) This course is writing-intensive. The majority of grading within the course will be based upon students' written work and students will re-write at least one assignment.

### 3. Outline of the Course

a) The course will be taught in 15 weeks, made up of three 50-minute class meetings each week.

#### Weekly schedule

Week 1: Introduction/The New World

Introduction

Indigenous America before Columbus

Week 2: The Old World

Africa in the Exploratory Age

Opening the Atlantic Slave Trade

Europe in the Exploratory Age

Week 3: The First Settlements

Early Explorations: Spanish and French

The Founding of Virginia

Bacon's Rebellion

Week 4: New England and the Middle Colonies

New England and the English Puritan Revolution

Indians, Witches, and Crisis

The Middle Colonies

Week 5: The Eighteenth Century

The South and the Rise of Slavery

Colonial Society in a British Empire

Mercantilism and the Atlantic Economy

Week 6: The Road to Revolution

The French and Indian War: A World War

The Stamp Act and the Imperial Crisis

The Townshend Acts and the Tea Act

Week 7: Revolution and Crisis

The Revolutionary War, Part 1

The Revolutionary War, Part 2

Crisis and the Articles of Confederation

Week 8: Creating a Constitution

Midterm Exam

The Constitution

Ratification

Week 9: Building a Republic

The Politics of the New Republic

Society in the New Republic

Jeffersonian America

Week 10: A Changing World

International Crisis and the War of 1812

The Era of Good Feeling

A Changing America

Week 11: Sectionalism

Industrialism and the North

Slavery and King Cotton

Pro-Slavery Ideology v. Abolitionism  
 Week 12: Jacksonian America  
     Jacksonian Democracy?, Part 1  
     Jacksonian Democracy?, Part 2  
     Southern Indians and the Trail of Tears  
 Week 13: The Impending Crisis  
     Manifest Destiny  
     The Mexican War  
     The Search for Compromise  
 Week 14: The Civil War  
     The Collapse of the National Political Parties  
     The Civil War, Part 1  
     The Civil War, Part 2  
 Week 15: Reconstruction  
     Presidential Reconstruction  
     Congressional Reconstruction  
     Redemption

#### 4. Rationale

- a) HIS 2090G is being added to General Education curriculum under the Humanities designation for the following reasons: 1) Most other universities in Illinois count introductory U.S. history for the Gen Ed curriculum, and it is designated as such in the Illinois Articulation Initiative. Most other U.S. universities count this course as Gen Ed. Not allowing EIU students to count HIS 2090G as Gen Ed puts our native students at a disadvantage and waivers have been difficult to come by. 2) Many majors and minors (including History, History with Teacher Certification, Social Science with Teacher Certification, Elementary Education, and the Pre-Law Minor) require HIS 2090G. Allowing students to count the course for General Education and toward their major/minor will reduce by 3 credits the number of credit hours students need to complete toward these majors. Because education majors in particular already require so many courses, a reduction in the number of courses required would be beneficial. 3) HIS 2090G is being designated as a Humanities course because history is a Humanities discipline (the department is located in the College of Arts and Humanities). In addition, advisors have been requesting greater number of 1000 and 2000 level Humanities Gen Ed courses (especially those not requiring prerequisites) to meet student needs. 4) HIS 2090G is designated Writing Intensive. Many students already use papers from HIS 2090 for their Writing Portfolios.
- b) HIS 2090G is an introductory survey of United States History. It is intended to follow HIS 1500, Introductory World History, and is therefore designated as a second year course. It provides the foundation for 3000 and 4000 United States history courses.
- c) HIS 2090G is not similar to other courses.
- d) See 4a above.

#### 5. Implementation

- a) Debra Reid, Mark Voss-Hubbard, Nora Pat Small, Michelle LeMaster, Martin Hardeman

b) No additional cost is associated with the adoption of this course.

c) Sample texts:

James Henretta et al., *America's History*, vol. 1, 5<sup>th</sup> ed.

Melvin Yazawa, ed., *Documents to Accompany America's History*, vol. 1, 5<sup>th</sup> ed.

Colin Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America*

Frederick Douglass, *My Bondage and Freedom*

6. Community College Transfer

A community college course may be judged equivalent, according to the standards of the IAI.

7. Date Approved by Department of History Curriculum Committee

\_\_\_\_\_ 4-15-05 \_\_\_\_\_

8. Date Approved by College of Arts and Humanities Curriculum Committee

\_\_\_\_\_ 10-12-05 \_\_\_\_\_

9a. Date Approved by CAA

\_\_\_\_\_ 12-1-05 \_\_\_\_\_