

BMCC/Hubbard
2023-2024
HST 202
Course Description and Syllabus

HISTORY OF THE UNITED STATES
1820-1900

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Office Hours: Monday through Thursday, 2:30-4:30 p.m.

Course Overview

This four-credit course covers United States History from the 1820s to 1900. Students will explore and examine past events to gain a deeper understanding of the causes and effects of history. The required assignments, coupled with reading the textbook, will help students understand key historical concepts and develop historical reasoning skills.

Textbook: Roark, James L., et al., *The American Promise: A History of the United States*, 5th edition. Bedford/St. Martins, 2012. ISBN# 9780312663124 (Chapters 11- 21)

Units of Instruction

SEMESTER 1

First Term

Weeks 1-3	Chapter 11- The Expanding Republic (The Market Revolution, spread of democracy, Andrew Jackson and the Democratic Party, cultural shifts, Martin Van Buren)
Weeks 4-6	Chapter 12- The New West and the Free North (evolutions in economy and industry, Free Labor, westward movement, expansionism and the Mexican-American War, societal and personal reform movements)
Weeks 7-9	Chapter 13- The Slave South (growing Southern cultural distinction, Plantation culture, culture of the enslaved, plain folk of the South, free blacks, politics of slavery)

Second Term

Weeks 1-3	Chapter 14- The House Divided (politics of division, party system realigned, attacks on freedom, collapse of the Union)
Weeks 4-6	Chapter 15- The Crucible of War (first shots, the belligerents, the battles, union and freedom as cause, war in the South, war in the North, Union victory)
Weeks 7-9	Chapter 16- Reconstruction (wartime Reconstruction, presidential Reconstruction, congressional Reconstruction, problems in the South, collapse of Reconstruction)

SEMESTER 2

Third Term

Weeks 1-3	Chapter 17- The Contested West (western empire building, assimilation and resistance, gold fever and mining, land fever)
Weeks 4-6	Chapter 18- Business and Politics in the Gilded Age (industries, business consolidation and elimination of competition, politics and culture, politics of the presidency, economic issues and party realignment)
Weeks 7-9	Chapter 19- The City and Its Workers (rise of cities, industrial work, workers' organizations, domesticity and entertainment for the masses, growth of cities and their governments)

Fourth Term

Weeks 1-3	Chapter 20- Dissent, Depression, and War (farmers revolt, labor wars, women's activism, politics of depression, U.S. and the world)
Weeks 4-6	Chapter 21- Progressivism from the Grass Roots to the White House (grassroots progressivism, understanding progressivism, Theodore Roosevelt, Woodrow Wilson, limits of progressive reform)
Weeks 7-9	Cumulative review and test preparation

**This timeline may change as needed to meet students' needs and mastery.*

Methodology and Assessment

This course will be taught in a lecture-discussion format based on the text and additional documents. Each unit's assessment will consist of a multiple-choice test, a map test, an historic document analysis test or an essay test. We will be using Google Classroom and Canvas to support our efforts.

Multiple-choice tests:

Each unit will have a multiple-choice test. The questions on the test are geared to help the student develop a critical understanding of the unit's material.

Map tests:

Each unit may have a map test relating to the material covered in the chapter. Three additional map tests are included in the course assessment: a Civil War era map test, a physical map test of the U.S., and a current U.S. political map test.

Essays:

Each unit will have an essay test related to the material covered in the chapter. Essays will assess the student's ability to master the three categories listed above: historical content, critical thinking, and communication.

Document Analyses:

Critical thinking is an important component of this course. To help develop historical reasoning skills students will analyze primary source documents throughout the course. There will be a doc analysis selection on the final exam. It will ask the same set of questions as are on these assignments, only it will address a different document.

Final Proficiency Assessment

Exam Format: 90 minutes allotted for each part (I & II) to be broken up at teacher discretion.

Part I (weighted 50%)

- 50 multiple Choice
- 15 matching
- 2 maps

Part II (weighted 50%)

- 1 Document Analysis
- 1 Essay (chosen from selections in study guide)

Distance Learning:

In case of a school closure, this course will continue via distance learning with the use of Google Classroom and Canvas. We will continue with our course, online at the scheduled time (12:30-1:30), with virtual lectures and discussions. All assignments will be submitted through Google Classroom or Canvas. Attendance will be required and recorded.

Expectations

Students are expected to read each chapter thoroughly, prepare themselves for each assessment, and exhibit an effort compensatory to the amount and difficulty of the coursework. Student integrity is extremely important in all work and efforts. Any sort of cheating will not be tolerated. This includes copying, plagiarism, and any other dishonest effort to secure credit.

Students are expected to participate in class discussions. Participation in discussions will enrich a student's understanding of the material. Students who get involved with discussions will guarantee themselves a better chance at success. Respect for differing opinions and perspectives is essential in achieving a deeper understanding of the subject matter.

Students are expected to attend class regularly. Missing class will hinder a student's ability to understand, and therefore, to succeed. Attendance will be taken daily.

Evaluation Criteria and Grading

This course will rely on the following three areas of understanding:

- **Historical Content:** Students will demonstrate proficiency in identifying and placing historical content (who, what, where, when, etc.) in its proper historical and geographical context.
- **Critical Thinking:** Students will demonstrate proficiency in thinking critically about historical content (identify assumptions, recognize point of view, assess validity and relevance of sources, identify key concepts and ideas, draw inferences and/or make interpretations and conclusions from valid evidence, consider implications and consequences).
- **Communication:** Students will demonstrate proficiency in communicating ideas in written and/or oral or media form with clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness.

This [rubric](#) will be used to assess students' work on essays and document analyses:

SCORING RUBRIC*: Circle one percentage for each row of criteria.

Criteria	Exceeds Criteria	Meets Criteria	Below Expectations	Criteria Not Met
Historical Content: Student places events, situations, perspectives, and ideologies in historical, cultural, geographical, and contemporary context.	Provides abundant detail in support of main points. 40% 35%	Provides sufficient detail in support of main points. 30% 25%	Provides some detail in its proper context, but not enough to support main points. 20% 15%	Provides very little detail (10%) but out of context (5%), irrelevant or none at all (0%). 10% or 0
Critical Thinking**: The student thinks "historically" by identifying key concepts, ideas, assumptions, recognizing point of view (including one's own), assessing validity and relevance of sources in order to draw inferences, make interpretations, and consider implications, consequences, and outcomes.	Provides abundant analysis appropriate to the question. 40% 35%	Provides sufficient analysis appropriate to the question. 30% 25%	Provides some analysis, but not enough to address the question. 20% 15%	Provides very little analysis (10%) but out of context (5%), irrelevant or none at all (0%). 10% or 0
Communication: The student communicates ideas effectively in written, oral, and/or other media forms utilizing Paul and Elder's "Universal Intellectual Standards"* of clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness.	Communicates with exceptional clarity, appropriate grammar, word choices, and logical organization. 30%	Communicates consistently with sufficient clarity, appropriate grammar, word choices, and logical organization. 25% 20%	Communicates inconsistently, at times lacks clarity, often uses inappropriate grammar and/or word choices, often disorganized. 15% 10%	Communicates poorly, lacks clarity, uses inappropriate grammar and word choices, little or no organization (5%), or simply does not address the question (0%). 5% 0

Doc Analysis _____ %

Essay #1 _____ %

Essay #2 _____ %

Final BMCC Transcribed Grade:

- To receive college credit, the final proficiency assessment must be taken.
- BMCC transcribed grades will be weighted 70% on coursework and 30% on the final exam (Cove High School grades will be weighted 100% on coursework).

Incompletes:

Extensions beyond the end of the academic term will not be given except in the case of an emergency.

Special Needs:

Blue Mountain Community College (and Cove High School) is committed to providing inclusive learning environments. Please notify us if there are aspects of the course that result in disability-related barriers to your participation. For assistance with disability accommodations, please contact the Health and Wellness Center at 541-278-5965, TDD 541-278-2174, or email DisabilityServices@bluecc.edu.

The policy of BMCC prohibits discrimination based on culture, gender, disability, religion, race, or any other basis in admission, access, treatment, or employment in educational programs and activities. This policy complies with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act, The Americans with Disabilities Act of 1990, their implementing regulations and state law.