

US History to 1877 (HIST 200)  
Syllabus and Course Outline\*  
Jason Stacy  
Department of Historical Studies, SIUe  
PH1219  
650-3966  
[jstacy@siue.edu](mailto:jstacy@siue.edu)

\*This is a tentative syllabus. Details are subject to change.

### **Course Description:**

US History to 1877 (HIST 200) is a general survey of the history of the United States from the Colonial Era to the end of Reconstruction. HIST 200 is also a lab course, which introduces students to analyzing historical primary sources and drawing logical conclusion about US history based on these documents and their knowledge of the historical record.

By the end of this course students will be able to:

1. Apply their knowledge of the history of the United States to the understanding and interpretation of primary source and secondary source documents from the past.
2. Apply their knowledge of the history of the United States to “lab reports” that require a thesis-driven synthesis of primary and secondary sources.
3. Apply their knowledge of the history of the United States to 1877 and their discoveries generated through the analysis of primary sources, secondary and lectures/textbook to a midterm and final exam.

### **Textbook:**

Matthew Ellington, Nancy Hewitt, Stephen Lawson, Jason Stacy, *Fabric of a Nation*, New York: Bedford/St. Martin's, 2020. [On Blackboard] You can also access the textbook here: <https://madison-historical.siue.edu/archive/books/FOAN/index.html>

### **Point Values:**

Analyzing Sources: 20 points x 5 = 100 points  
Pre-seminar Discussion Posts: 20 points x 5 = 100 points  
Lab Reports: 50 points each x 5 = 250 points  
Midterm Exam: 50 points  
Final Exam: 50 points

Total: 550 points

**Late assignments can be turned in late anytime during the semester for a maximum of half credit. Any excuse for late work that could receive full credit must be accompanied by documentation.**

To receive the following letter grades, you must acquire the corresponding percentages of the above total points:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

### **Assignments:**

#### **Analyzing Sources:**

Analyzing Sources assignments require you to complete **at least two** of the **“Analyzing Sources” boxes in an assigned chapter.**

You must answer the questions in each of the **two boxes** you choose to receive full credit for the assignment (20 points). If you answer all the assigned questions **completely and accurately**, you will receive full credit. If you answer any of the questions partially or inaccurately, you will receive half credit. If you turn in a complete set of responses late, you will receive half credit.

**Please note:** To answer the questions in an “Analyzing Sources” box **completely and accurately**, you will need to read the historical material in an assigned chapter. All of the material needed to answer each “Analyzing Sources” question completely and accurately can be found in the chapter assigned, or in earlier assigned chapters.

All “Analyzing Sources” questions should be answered in a Word file and uploaded to Blackboard in the proper assignment category. **Please include the questions with your responses.**

#### **Pre-seminar Online Discussion Posts:**

You will engage in online discussions of the assigned readings five times this semester. Your online discussion will take place via a chat room through Blackboard.

In each online discussion, you must post at least four times in the chat room that corresponds to the chapter assigned. **Two of your posts** must be questions. **Two of them must be responses** to other’s questions. Your questions and responses must include:

1. **Two** analysis, synthesis, or evaluation questions regarding the week's assigned readings and based on Bloom's Taxonomy of Action Verbs (found at the end of this syllabus). Each of your questions must ask readers to *compare* an element or aspect of the two assigned readings.
2. **Two** answers to analysis, synthesis, or evaluation questions based on Bloom's Taxonomy of Action Verbs (found at the end of this syllabus).

Your evaluation of weekly online posted discussions will follow this rubric:

20 points: Student asks two relevant analysis, synthesis, or evaluation questions that require a comparison of the assigned readings. Student answers two relevant analysis, synthesis, or evaluation question based on the assigned readings.

10 points: Students' postings do not exhibit a relevant analysis, synthesis, or evaluation question or response based on the assigned material. Responses may be incomplete or inaccurate.

0 points: Student does not contribute to online discussion.

You are required to be familiar with the classes' online chat and ready to help guide the whole class in a discussion. This means that you may be called upon in class to help generate a discussion of the readings. An inability to contribute in this way will cost ten points from your attendance points.

### **Lab Reports:**

Lab Reports are written individually. Each lab report is worth 50 points and will be scored according to the rubric at the end of this syllabus. Most of your Lab Reports are "Document-Based Questions," which require you to incorporate primary and secondary sources into your response.

For primary sources, use the material in the "Analyzing Sources" boxes in your textbook.

For secondary sources, use the assigned articles read during our seminar weeks.

**Each lab report must include citations to FOUR primary sources (from the textbook) and TWO secondary sources (from our seminar readings).**

All Lab Reports should be answered in a Word file and uploaded to Blackboard in the proper assignment category. **Please include the Lab Question at the top of your response.** You do not have to include documents in your Word file **but please cite the documents in your essay with a parenthetical citation at the end of the appropriate sentence.** Like this:

**Primary Sources:** *James K. Polk hid his desire for war when he said, “The Mexican government...after a long-continued series of menaces, have at last invaded our territory....” (Polk).*

**Secondary Sources:** *Stephanie Camp argues that enslaved women resisted enslavement by... (Camp).*

## **Exams**

### **Midterm/Final Exams:**

You will complete a midterm and final exam in this course. The midterm and final exams are structured exactly as your lab reports. Specifically, you will answer a single, analytical question in a thesis-driven essay that incorporates relevant primary and secondary sources.

These exams will be completed at home and you will be able to use your textbook and whatever other sources you find appropriate and useful.

Each exam is worth as much as a lab report.

### **General Policies:**

**Plagiarism:** When you use the ideas or words of others, you must indicate this in a footnote or by some other method. If you use the exact words of another author, you must place these words in quotation marks. If you borrow or copy the ideas or words of others without acknowledgment, you are guilty of plagiarism and will face the consequences as set forth in the student handbook.

### **Accommodation for Students:**

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

Disability Support Services  
Student Success Center, Room 1270  
Campus Box 1611  
Edwardsville IL 62026  
Office: 618-650-3726 Fax: 618-650-5691

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

### Tentative Schedule

#### PERIOD 1: 1491-1607

**Characterize the Atlantic World between 1491 and 1607. Which part of the Atlantic Region had the greatest impact on the others?**

| Reading Assignment (Modules):   | Assignments:   | Due Date:  |
|---|--|------------|
| 1.1-1.4   | Choose two “Analyzing Sources” boxes and answer questions for each.  | 12/22, 9am |
| McDonald, Indian-African New Mexico 1500-1800<br>Van Deusen, Indigenous Servants in Castile | Pre-seminar online discussion posts  | 12/23, 9am |
|   | Period 1 Lab Question:<br><br><b>Characterize the Atlantic World between 1491 and 1607. Which part of the Atlantic Region had the greatest impact on the others?</b><br><br>Your response must cite FOUR primary sources from the textbook and BOTH secondary sources assigned in class. | 12/24, 9am |

**PERIOD 2: 1607-1754:**  
**Accept, refute, or refine the following claim: Religious belief shaped social changes in the British colonies between 1607 and 1754.**

| Reading Assignment (Modules):  | Assignments:  | Due Date:  |
|--|---|------------|
| 2.1-2.9  | Choose two “Analyzing Sources” boxes and answer questions for each.   | 12/26, 9am |
| Fisher, Pequot and First Great Awakening<br><br>Lambert, Enslaved People and First Great Awakening | Pre-seminar online discussion posts   | 12/27, 9am |
|  | Period 2 Lab Question:<br><br><b>Accept, refute, or refine the following claim: Religious belief shaped social changes in the British colonies between 1607 and 1754.</b><br><br>Your response must cite FOUR primary sources from the textbook and BOTH secondary sources assigned in class. | 12/28, 9am |

**PERIOD 3: 1754-1800**  
**By 1800, to what extent did the United States reflect the language of the Declaration of Independence?**

| Time Period | Reading Assignment (Modules):                                  | Assignments:   | Due Date:  |
|-------------|--|--|------------|
| 1754-1800   | 3.1-3.9  | Choose four “Analyzing Sources” boxes and answer questions for each.   | 12/29, 9am |
| 1754-1800   | Sandy, Divided Loyalties<br><br>Zagarri, Republican Motherhood | Pre-seminar online discussion posts  | 12/30, 9am |
| 1754-1800   |  | Period 3 Lab Question:<br><br><b>By 1800, to what extent did US society and economics reflect the language of the Declaration of Independence?</b> | 12/31, 9am |

|  |  |  |  |
|--|--|--|--|
|  |  | Your response must cite FOUR primary sources from the textbook and BOTH secondary sources assigned in class. |  |
|--|--|--|--|

**MIDTERM EXAM:  
What factors “made” the United States by 1800?**

|   |          |
|---|----------|
| Midterm Exam (Take Home)  |          |
| <b>What factors “made” the United States by 1800?</b>   | 1/2, 9am |
| Your essay response must cite FOUR primary sources from the textbook and TWO secondary sources assigned in class. |          |

**PERIOD 4: 1800-1848  
In what ways did economics shape Americans’ lives between 1800-1848 in terms of race, class, and gender?**

| Reading Assignment (Modules):                                   | Assignments:  | Due Date: |
|---|---|-----------|
| 4.1-4.8   | Choose four “Analyzing Sources” boxes and answer questions for each.  | 1/3, 9am  |
| Camp, Enslaved Resistance<br>Egerton, Slaves to the Marketplace | Pre-seminar online discussion posts   | 1/4, 9am  |
|   | Period 4 Lab Question:<br><br><b>In what ways did economics shape Americans’ lives between 1800 and 1848 in terms of race, class, and gender?</b><br><br>Your response must cite FOUR primary sources from the textbook and BOTH secondary sources assigned in class. | 1/5, 9am  |



## PERIOD 5: 1844-1877

**To what extent did regional attitudes regarding civil rights change between 1844 and 1877?**

| Reading Assignment (Modules):   | Assignments:   | Due Date: |
|---|--|-----------|
| 5.1-5.8   | Choose four “Analyzing Sources” boxes and answer questions for each.   | 1/6, 9am  |
| Mann, Civics Education in Reconstruction<br>Proctor, Black Militia Activism | Pre-seminar online discussion posts  | 1/7, 9am  |
|   | <p>Period 5 Lab Question:</p> <p><b>To what extent did regional attitudes regarding civil rights change between 1844 and 1877?</b></p> <p>Your response must cite FOUR primary sources from the textbook and BOTH secondary sources assigned in class.</p> | 1/8, 9am  |

## FINAL EXAM:

**To what extent was the United States “remade” by 1877?**

|   |          |
|---|----------|
| <p>Final Exam</p> <p><b>To what extent was the United States “remade” by 1877?</b></p> <p>Your essay response must cite FOUR primary sources from the textbook and TWO secondary sources assigned in class.</p> | 1/9, 9am |
|---|----------|

### **Lab and Exam Rubric**

| Assessed Skill                               | Meets Expectation   | Description of Meeting Expectation  |
|--|---|---|
| <b>THESIS/CLAIM</b><br>0-10 points           | Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.  | To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.                           |
| <b>CONTEXTUALIZATION</b><br>0-10 points      | Describes a broader historical context relevant to the prompt.  | To earn these points, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. These points are not awarded for merely a phrase or reference. |
| <b>EVIDENCE</b><br>0-20 points               | Supports an argument in response to the prompt using at least four primary sources and two secondary sources  | To earn points, the response must accurately describe — rather than simply quote — the content from at least four of the primary sources and two secondary sources.<br><br>In addition, the response must use the content of the document to prove the essay’s argument.    |
| <b>ANALYSIS AND REASONING</b><br>0-10 points | For at least four primary sources and two secondary sources, explains how or why the documents’ point of view, purpose, historical situation, and/or audience is relevant to an argument. | To earn these points, the response must explain how or why (rather than simply identifying) the documents’ point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the documents sourced.                         |

Total: 50 points

## Bloom's Taxonomy Action Verbs

---

| Definitions               | Knowledge   | Comprehension   | Application  | Analysis   | Synthesis  | Evaluation   |
|---------------------------|---|---|--|--|--|--|
| <b>Bloom's Definition</b> | Remember previously learned information.  | Demonstrate an understanding of the facts.  | Apply knowledge to actual situations.  | Break down objects or ideas into simpler parts and find evidence to support generalizations.   | Compile component ideas into a new whole or propose alternative solutions.   | Make and defend judgments based on internal evidence or external criteria.   |
| <b>Verbs</b>              | <ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul> | <ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example(s)</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul> | <ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorize</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorize</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganize</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Set up</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul> | <ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Attach</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul> |