

Course Syllabus

Course Title: HIST 117 Development of the United States I

Academic Year: 2018 - 2019

Instructor: Mr. John Reynolds

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Duration: Fall 2018

Class Times: Monday, Wednesday, Friday

Textbook: Liberty, Equality, Power: A History of the American People Volume I: to 1877 (Fifth Edition); Murrin, et. al. (Wadsworth, Cengage Learning, 2011). ISBN-10: 0495903825; ISBN-13: 978-0495903826.

Course Description

This course is an advanced study of American history from its beginnings to 1877, and students will be able to earn both high school and college credit for the class. This class is designed to provide students with an in-depth study of the political, social, and economic history of the United States.

Prerequisites

Students should have adequate reading and writing abilities, possess good listening skills, and have effective note-taking skills. Students must also meet any requirements established by the sponsoring college (Central Methodist University).

Expectations

Students will be expected to keep pace with reading assignments, participate in class discussions, and take notes during class. All assignments are to be turned in on time.

Attendance Policy

It is important that you attend class every day. Anything discussed in class may be material for exams, and some material may not be in your textbook. Please let me know if you must miss class for a school-sponsored event. You must be present on test days. No make-up tests will be allowed without prior arrangement or doctor's excuse. Make-up tests will be different from regular tests (same material, different questions).

Instructor Absence

In the event that I need to cancel class, I will make every effort to record a lecture and make it available to you.

Classroom Conduct

Everyone within the classroom should be treated with respect. Please do not talk while others are asking questions. No sleeping, doodling, working on other class work, or generally disturbing other students in the classroom. Students engaging in disturbing behavior will be given a verbal warning and may be asked to leave.

Cell Phones

All electronic devices need to be silenced in class and put away. If a student uses a cell phone during class he/she will be counted absent for the day. I should never see your phone during class time unless I specifically ask someone to look up some information relevant to the class.

Common Core Competencies

History 117/118 will help fulfill the Understanding Human Nature segment of the Common Core. At the end of the course, students should be able to articulate themselves, speaking and writing clearly and effectively. In addition, students will interpret and express ideas; use current research to explore solutions to historical problems; analyze, evaluate, interpret, and summarize data; become informed citizens; and respect diverse viewpoints, positions, and beliefs.

Exams and Quizzes

Most exams will be scheduled following completion of every three chapters. Exams will consist of a combination of the following elements: multiple choice, identification, true/false, fill in the blank, and essay. Refer to the objectives for each chapter as you read through; this will help you with test preparation. In addition to the Unit Exams, there will be a quiz during each unit. Each quiz is worth 30 points; the lowest quiz score for each student will be dropped from the grade.

Critical Thinking Assignments

For writing assignments, each school will create a history newspaper. Each publishing team should create a banner for their newspaper. The banner should include a title, a volume and issue number (we will start with Volume 1, Issue 1), and a dateline. Feel free to be creative with additional elements in the banner, just be careful not to overcrowd it. Each student will pick a different topic from the list of article topics that I will provide and write a newspaper article of at least 250 words. The articles should be in the style of a newspaper reporter reporting on current events. So create a byline with your name and the date the article was written. Try to use terms and people from the textbook that relate to the event in the article. If you have an idea for a topic that is not on the list, send me an email and I will consider it. Microsoft Word has tools that allow you to make multiple columns in a document, so make good use of those. All articles in a particular newspaper should be in the same font and size. I will use the following rubric to grade the articles.

Essay Rubric and Assessment Sheet

Learning Outcome: The student will develop clear and concise written communication.

Each performance area of your essay is rated on a scale of 1 to 4, with 4 being the best.

Performance Area	Highly Proficient 4	Proficient 3	Limited Proficiency 2	Needs Work 1	(Rating)
Content and Development a. Unity b. Consistency c. Clear POV d. Evidence e. Elaboration	Content is accurate, focused, and consistent; exhibits control in development of ideas; unified with a fresh insight	Content is somewhat accurate and fairly clear; offers solid but less accurate reasoning; contains some appropriate details and/or examples	Content is somewhat vague OR only loosely related to the writing task; at times may be off topic OR too broad with limited support	Content unclear; lapses in coherence OR no relation to writing task; offers simplistic, undeveloped support for ideas	
Organization and Structure a. Thesis b. Audience c. Introduction, body, conclusion d. Transitions	Method of organization is well-suited to thesis; clear intro, body, and conclusion with effective transitions	Organization supports thesis and purpose; sequence of ideas could be improved	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas	Poorly organized OR demonstrates serious problems with progression of ideas; a written form of speech	
Mechanical Conventions a. Spelling, grammar, punctuation	Essentially error free	Has some mechanical errors	Repeated weaknesses in mechanics; pattern of flaws	Mechanical errors so severe that writer's ideas are hidden	
Critical Thinking a. Precision b. Depth c. Accuracy d. Logic	Skillfully evaluates information gathered from observation, experience, reflection, or reasoning	Adequately demonstrates reasonable relationships among ideas	Simplistic analysis of complex issue; limited clarity and complexion of thought	Insufficient reasoning and lacks complexity of thought	
Presentation a. Typed b. Newspaper format	Essay looks neat and professional	Essay looks neat, but violates one or two formatting rules	Essay looks fairly neat, but violates some formatting rules	Essay looks untidy and does not follow formatting rules	

Class Participation

Student participation will also count for 10% of the grade. These participation points will come in the form of in-class activities, asking questions and participating in class discussions, and document analysis.

Grading

Five tests – 300 total points

Four critical thinking writing assignments – 25 points each, 100 total

Five quizzes – 30 points each, lowest score dropped, 120 total

Class participation – 100 points

Total possible – 620 points

Grades will be assessed as follows: A – 90%-100%

B – 80%-89%

C – 70%-79%

D – 60%-69%

F – ≤ 59%

Late work will automatically be penalized 10% without legitimate excuse.

Final Exam

The final exam will be held during regular class time, the week of December 10 – 14. We will have the final as late in the week as we can to allow for maximum instruction time, but will accommodate the holiday schedules of the various schools.

Constitution Assessment

In addition to regular class work, students are required to take a constitution assessment each semester. This assessment measures the information delivered regarding both the US and Missouri constitutions over the course of the semester. This assessment is required, however, it does not count toward the students' grade. Instead, the instructor will award 10 bonus points for a grade of 75% (30/40) on the assessment.

Central Methodist University Policies

Mission: Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Creed: The Central Methodist University community believes in:

- Seeking knowledge, truth, and wisdom
- Valuing freedom, honesty, civility, and diversity
- Living lives of service and leadership
- Taking responsibility for ourselves and the communities in which we live

ADA Policy: Please refer to the “Students with Disabilities Policy” in the University Catalog, which can be found online at <http://www.centralmethodist.edu/catalog/clas/policies/upolicies.php>.

Academic Property: All work (original or copy) submitted by the student to satisfy the requirements of the course may be retained at the discretion of the instructor for non-profit and educational purposes. Such work is generally used for assessing the course and providing evidence of student accomplishment for review by accrediting agencies. Any student wishing to prohibit such use of their work may do so by notifying the instructor in writing.

Nondiscrimination Policy: Central Methodist University does not discriminate on the basis of race, color, religion, sex, national origin, age, or federally defined disability in its recruitment, admission, and retention of students.

Academic Honesty Policy: Central Methodist University believes that honesty throughout life is a significant foundation of character and personal integrity. The University's Policy on Academic Honesty applies to all forms of academic work, including but not limited to quizzes and examinations, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. By registering at the University, every student accepts the obligation to abide by this policy. Students are also responsible for understanding the particular policy applications required by each of their instructors and to ask the instructor for clarification of any areas of uncertainty.

Academic honesty requires that each person accept the obligation to be truthful in all academic endeavors. To help members of the community understand the implications of academic honesty, the University provides the following explanation of academic dishonesty.

Academic dishonesty is any conduct which has either as its intent or its effect (independent of intent) the false representation of a student's academic performance. Academic dishonesty includes but is not limited to the following:

- (a) Cheating in any form (e.g. ghost-written papers, cheat sheets or notes, copying during exams, quizzes or other graded class work, etc.),
- (b) Collaborating with others on work to be presented contrary to the stated rules of the course,
- (c) Stealing or having unauthorized access to examination or course materials,
- (d) Falsifying records, or laboratory or other data,
- (e) Submitting work previously presented in another course without the advance consent of the instructor,
- (f) Knowingly and intentionally assisting any other student in any act of academic dishonesty (this includes intentionally allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work), and

(g) Plagiarism. Plagiarism is a form of cheating and stealing. It is morally unacceptable as well as against academic policy. Plagiarism includes but is not limited to [1] representing as one's own work a paper, speech, or report written in whole or in part by someone else (from the uncredited use of significant phrases to the uncredited use of larger portions of material), [2] failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper citations. Paraphrase is the direct use of others' ideas, data, or structures of thought stated in language substantially different from the source upon which they depend, and therefore not requiring quotation marks even though the substance of the material is borrowed. As borrowed material, appropriate recognition of the source must be given.

The University will discipline students for infractions of the Academic Honesty Policy with various sanctions which it deems appropriate, up to and including suspension or expulsion from the University. Penalties internal to a course, including grades and expulsion from the course, are at the discretion of the instructor. Students can appeal instructors' internal course penalties to the Committee on Academic Standards and Admissions, whose decision is final. Instructors must report all penalties which they impose for academic dishonesty, with a brief account of the offense, to the Dean of the College, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty. These penalties include but are not limited to notations in the student's file, notations on the student's transcript, probation, suspension, and expulsion. A decision by the Dean of the College can be appealed to the Faculty Committee on Academic Standards and Admissions, whose decision is final.

In addition to the Central Methodist University Academic Conduct Policy, students will be subject to the instructor's internal sanctions for academic misconduct. Such actions will have any or all of the following consequences:

1. Grade of zero for the assignment in question
2. Grade of "F" in the class
3. Dismissal from the class
4. Dismissal from the program
5. Notation of academic misconduct on the student's transcript

Classroom Management Plan

Classroom Do's:

- Be on time and in your seat when class begins.
- Be prepared for class each day (bring book, paper, pen/pencil, assignments, etc.)
- Attend class when at all possible
- Keep up on all assignments
- Do your own work
- Take part in class discussions
- Ask any relevant questions you may have

- Bring an open mind

Classroom Don'ts:

- Talk out of turn, or conduct private conversations
- Use profanity in words or gestures
- Threaten or intimidate anyone
- Eat, drink, or sleep in class
- Copy other students' work
- Deface or incapacitate furniture and/or equipment

Class Expectations:

- All assignments are to be turned in on time
- Tests must be taken on test day. Make-ups will be allowed only with prior arrangement or doctor's excuse

Tentative Class Lecture/Reading Schedule

<i>Week</i>	<i>Date</i>	<i>Read</i>	<i>Chapter</i>	<i>Topic/Activity</i>	<input type="checkbox"/>
1	08/20/18	p. 1 - 18	1	The Pre-contact World	<input type="checkbox"/>
	08/22/18	p. 19 - 30	1	Contact and Catastrophe	<input type="checkbox"/>
	08/24/18	p. 31 - 49	2	Challenges to Spain	<input type="checkbox"/>
2	08/27/18	p. 49 - 63	2	The New England Colonies	<input type="checkbox"/>
	08/29/18	65 - 78	1-2	<i>Unit 1 Exam</i>	<input type="checkbox"/>
	08/31/18	78 - 90	3	Spectrum of Settlement	<input type="checkbox"/>
3	09/03/18	No School, Labor Day			<input type="checkbox"/>
	09/05/18	94 - 109	3	Contrasting Empires	<input type="checkbox"/>
	09/07/18	109 - 123	3	Colonies Activity	<input type="checkbox"/>
4	09/10/18	126 - 141	4	Anglicizing America	<input type="checkbox"/>
	09/12/18	141 - 155	4	French and Indian War	<input type="checkbox"/>
	09/14/18	157 - 167	4	John Peter Zenger Trial	<input type="checkbox"/>
5	09/17/18	167 - 188	5	Imperial Reform	<input type="checkbox"/>
	09/19/18	190 - 200	5	Road to Rebellion	<input type="checkbox"/>
	09/21/18	200 - 214	3-5	<i>Unit II Exam</i>	<input type="checkbox"/>

6	09/24/18	216 - 227	6	Early Revolution	<input type="checkbox"/>
	09/26/18	227 - 238	6	Independence	<input type="checkbox"/>
	09/28/18		6	Washington's Spies	<input type="checkbox"/>
7	10/01/18	240 - 250	7	Establishing a Government	<input type="checkbox"/>
	10/03/18	250 - 258	7	The Jeffersonians	<input type="checkbox"/>
	10/05/18		8	Changes in Postcolonial Society	<input type="checkbox"/>
8	10/08/18		8	Farm and Industrial Labor	<input type="checkbox"/>
	10/10/18	260 - 270	9	Changing Agriculture	<input type="checkbox"/>
	10/12/18	270 - 282	9	Lives of Slaves	<input type="checkbox"/>
9	10/15/18		6-9	<i>Unit III Exam</i>	<input type="checkbox"/>
	10/17/18	285 - 297	10	Changes in Culture	<input type="checkbox"/>
	10/19/18	297 - 308	10	Changes in Religion	<input type="checkbox"/>
10	10/22/18	311 - 321	11	The Era of Good Feelings	<input type="checkbox"/>
	10/24/18	321 - 332	11	Jacksonian Democracy	<input type="checkbox"/>
	10/26/18	335 - 347	11	Jacksonian Democracy Activity	<input type="checkbox"/>
11	10/29/18	347 - 355	12	Political Differences	<input type="checkbox"/>
	10/31/18		12	Political Differences, cont.	<input type="checkbox"/>
	11/02/18	359 - 371	13	Manifest Destiny	<input type="checkbox"/>
12	11/05/18	371 - 383	13	Divisions over Slavery	<input type="checkbox"/>
	11/07/18		10-13	<i>Unit IV Exam</i>	<input type="checkbox"/>
	11/09/18	387 - 402	14	Bleeding Kansas	<input type="checkbox"/>
13	11/12/18	402 - 412	14	The Road to Disunion	<input type="checkbox"/>
	11/14/18	415 - 426	15	Secession	<input type="checkbox"/>
	11/16/18	426 - 442	15	The Confederate Tide	<input type="checkbox"/>
14	11/19/18	No School, Thanksgiving			<input type="checkbox"/>
	11/21/18	No School, Thanksgiving			<input type="checkbox"/>
	11/23/18	No School, Thanksgiving			<input type="checkbox"/>
15	11/26/18	445 - 455	16	Turning Point	<input type="checkbox"/>
	11/28/18	455 - 467	16	End of the Civil War	<input type="checkbox"/>
	11/30/18		16	Women in the Civil War Activity	<input type="checkbox"/>

16	12/03/18		17	Early Reconstruction	<input type="checkbox"/>
	12/05/18		17	Johnson's Impeachment	<input type="checkbox"/>
	12/07/18		17	End of Reconstruction	<input type="checkbox"/>
17	12/10/18 - 12/14/18	Finals Week			

Learning Objectives

Chapter 1 – When Old Worlds Collide

By accident, on October 12, 1492, Christopher Columbus (Cristobal Colon) found the Americas. From then on, and for the next several hundred years, Europeans contested for domination of the Western Hemisphere. The costs were high, and the consequences for the peoples of Europe, Asia, and the Americas proved immeasurable. For the indigenous peoples of the Western Hemisphere, the consequences proved catastrophic.

Objectives for Chapter 1:

- 1) Trace the pre-Columbian civilizations in North and South America.
- 2) Describe the advantages of Europe for exploration and colonization.
- 3) Trace the early use of slavery and the origins of the African slave trade.
- 4) Compare Portugal and Spain in their basic techniques and motives in exploration and colonization.
- 5) Describe the role of agriculture in the development of Indian civilization.
- 6) Discuss the cultural differences between the Europeans and Indians and why they created misunderstandings.
- 7) Analyze the motives and success of the early Spanish missionaries.
- 8) Explore the biological and technological effects of long-term isolation on the Americas.

Chapter 2 – The Challenge to Spain and the Settlement of North America

It took the nations of northwest Europe some time to plant colonies in the Western Hemisphere, but by 1600 they had begun to expand in earnest. Within a century, the French, Dutch, and English had effectively challenged the Spanish domination of the Atlantic frontier and had firmly established colonies throughout the Atlantic coast of North America.

Objectives for Chapter 2

- 1) Describe French colonization in North America.
- 2) Discuss the factors in Dutch colonization.
- 3) Trace the problems of early Jamestown, Virginia.
- 4) Discuss the role of religion in early New England.
- 5) Compare and contrast family life in the Chesapeake colonies, New England, and the Restoration colonies.
- 6) Characterize the general features of Restoration colonies.

Chapter 3 – England Discovers Its Colonies: Empire, Liberty, and Expansion

In the course of the seventeenth century, England became a global giant in large measure on the basis of its American colonies and the important economic role they played in the empire. Fitting perfectly into the mercantilist scheme, colonies served as markets for finished goods and supplied vital raw materials to the mother country.

Objectives for Chapter 3

- 1). Discuss the spectrum of settlement.
- 2). Compare the relationship problems between Indians and whites in the 1640s and 1670s and the differences in the ways the colonies handled them.
- 3). Describe the ideas of mercantilism and the way the English government put them into effect.
- 4). Trace the rise of political parties in England.
- 5). Outline the transition to royal government in colonial America.
- 6). Describe the techniques Spain and France used in dealing with the Indians.
- 7). Review the role of the English colonies in the first three colonial wars.
- 8). Discuss the different ways that the French and the Spanish tried to resist English encroachment on their North American settlements.

Chapter 4 – Provincial America and the Struggle for a Continent 1700 – 1763

As the colonists of provincial America struggled to secure more land and greater security, they created a socially stratified society of richer and poorer, ins and outs, which increasingly resembled England through the eighteenth century. The costs and consequences of a succession of imperial struggles set the stage for the demise of the empire.

Objectives for Chapter 4

- 1). Describe the effects of Anglicization.
- 2). Compare the life of slaves in the Chesapeake region and the Lower South.
- 3). Compare the economies of the three colonial regions and their effects on the lifestyles of the region.
- 4). Trace the origins of professions such as law and medicine in the colonies.
- 5). Describe the Enlightenment in the colonies.
- 6). Discuss the Great Awakening and its long-term effects on religion and American life.
- 7). Analyze the changes in colonial government.
- 8). Discuss the role of the colonies in the French and Indian Wars and the effects of the war on the colonies.

Chapter 5 – Reform, Resistance, Revolution

In the aftermath of the Peace of Paris, three successive crises convinced England that the colonies desired nothing short of independence and convinced the colonists that king and Parliament sought to destroy their liberties through an overarching imperial power. The result of this almost paranoid view was the disintegration of the empire.

Objectives for Chapter 5

- 1). Describe Indian and white relations just after the French and Indian War.
- 2). Discuss the three crises that shattered Britain's Atlantic empire.
- 3). Describe the distinction between internal and external taxation.

- 4). Trace the escalating colonial reaction to British taxation from the Sugar Act through the Tea Act.
- 5). Explore the processes that intensified discontent in the rural areas.
- 6). Describe the first attacks on slavery.
- 7). Discuss the purpose and role of the First and Second Continental Congress.
- 8). Explain who supported or opposed independence and the reasons they did so.
- 9). Explain how a movement designed to protect the colonists' rights as Englishmen ended up proclaiming their independence.

Chapter 6 – The Revolutionary Republic

Despite daunting odds and the dangers of what amounted to a civil war, the Americans managed to persevere through years of warfare, economic tribulations, and weak leadership to defeat the British. Imperial ineptitude greatly enhanced the Americans' chances for victory. Victory did not come without significant social upheaval that caused grave problems under the Articles of Confederation.

Objectives for Chapter 6

- 1). Describe the early campaigns of the Revolution, including the effects on Britain and France.
- 2). Examine the constitutions produced by the states and the experimental nature of them.
- 3). Describe the campaigns in the South and the end of the war.
- 4). Discuss the role of the loyalists, slaves, and Indians who sided with the British.
- 5). Examine the effects of the Revolution on women, slavery, and religion.
- 6). Describe the problems with the West and purposes of the Northwest Ordinances.
- 7). Trace the processes that led to the new Constitution and the compromises of the Convention.
- 8). Discuss the drive to ratify the Constitution, including which groups of people and what regions supported it or opposed it.

Chapter 7 – The Democratic Republic

The Americans who celebrated the beginning of national government in the 1790s were overwhelmingly a rural people. Yet, these same folks comprised a nation in the midst of many changes that would usher in a more individualistic, acquisitive republic in the years to come. Transformation in the cultural life of the country clearly reflected the economic ferment of the period.

Objectives for Chapter 7

- 1). Trace the changes in agriculture and their effects on rural life.
- 2). Describe the decline of woodlands Indians.
- 3). Describe life in the backcountry.
- 4). Explain the rise of cotton as a commercial crop and its role in the revival of slavery.
- 5). Compare slavery in the Chesapeake with that of the lower south.
- 6). Trace the growth of the seaport cities and the changes in the status of workers.

- 7). Explain changes in patriarchal authority and parental power.
- 8). Analyze the changes in religion, especially the growth of the new democratic sects.
- 9). Assess the impact of the Age of Democratic Revolution on black Americans.
- 10). Explain how changes in the market economy affected different groups of Americans.

Chapter 8 – Completing the Revolution

Almost all of the founding generation agreed that the stronger national government ushered in by the Constitution was essential to American prosperity and security; nonetheless, fissures shortly developed between those who advocated an activist government and those who contended, with Jefferson, “he who governs best, governs least.”

Objectives for Chapter 8

- 1). Analyze the issues involved in the establishment of the new government, especially the role of Alexander Hamilton and his financial proposals.
- 2). Discuss the rise of a national opposition party as it was originally organized around Thomas Jefferson.
- 3). Describe foreign affairs in the early republic under George Washington and John Adams.
- 4). Discuss the impact of the frontier on foreign affairs from George Washington’s administration to the end of the War of 1812.
- 5). Explore the Alien and Sedition Acts and the Republican reaction in the Virginia and Kentucky Resolves.
- 6). Explain how foreign affairs led to domestic partisan squabbling.
- 7). Analyze the elections of 1796 and 1800.
- 8). Describe the Jeffersonian Republican conflicts with the federal courts.
- 9). Discuss the problem with France and Britain involving shipping and overseas trade.
- 10). Describe the War of 1812 along the Canadian border.

Chapter 9 – The Market Revolution 1815 – 1860

Despite the fact that the Jeffersonians attempted to foster an agrarian republic of yeoman farmers, the War of 1812 and the strength of the American economy forced the Republican Party to adapt. Under Jefferson and Madison, Republicans endorsed many of the programs and initiatives that they had condemned under their Federalist predecessors. The nation was undergoing a transformation that signaled a burgeoning capitalistic market revolution.

Objectives for Chapter 9

- 1). Describe the American System.
- 2). Analyze the work of John Marshall and the Supreme Court.
- 3). Describe the new types of transportation and the results of their development.
- 4). Explore changes in the role of women in an agricultural society and differences in “female work.”

- 5). Compare the lifestyles of yeoman farmers in the North and South, including the use of new techniques and new equipment.
- 6). Describe the origins of the early textile mills and their work force.
- 7). Evaluate how the market revolution affected different regions of the country, rural and urban.

Chapter 10 – Toward an American Culture 1815 – 1860

In the wake of the changes that accompanied the Market Revolution, a distinct set of American cultural values emerged, although with distinct differences north and south of the Mason-Dixon Line. Adherence to republican values and wholesale embrace of market capitalism characterized the new culture of the northern middle class while southerners were more reticent about embracing market forces.

Objectives for Chapter 10

- 1). Compare the role of religion and its ideas in the life of the northern middle class and among the common people.
- 2). Discuss the development of American literature and fine arts.
- 3). Describe the rise of popular culture, especially in the cities and towns.
- 4). Describe the development of the popular print.
- 5). Explain the relationship between southern Christianity and southern conservatism.
- 6). Trace the development of the slave family and culture.
- 7). Contrast the North and South in religious ideas, popular culture, literature, and general social environment.

Chapter 11 – Society, Culture, and Politics 1820s – 1840s

The society, culture, and politics of the decades of the 1820s, 1830s, and 1840s incorporated changing attitudes toward family, religion, race, class, ethnicity, and more. As the United States became an increasingly democratic, aggressive nation, cultural institutions adapted to serve the ideological needs of a people on the move.

Objectives for Chapter 11

- 1). Analyze the membership of the Whig and Democratic parties in both the North and South.
- 2). Compare Whigs' and Democrats' views of the government and the economy.
- 3). Compare Whigs' and Democrats views on questions of gender.
- 4). Compare the North and South on the various areas of social reform.
- 5). Trace the growth of the temperance movement.
- 6). Explore the Democrats views of racism.
- 7). Describe the reforms of the Whig evangelicals.
- 8). Examine the role of women in the reform movement.

Chapter 12 – Jacksonian Democracy

Despite Jacksonian nostrums about minimal government, the economic growth, territorial expansion, and remarkable immigration of the 1830s and 1840s forced both political parties to actively pursue control of the national government to accomplish their highly political ends.

Echoing the sentiments of the Jeffersonians, the Democratic Party proved far more adept at winning national office than their Whig opponents.

Objectives for Chapter 12

- 1). Explain how the Missouri controversy and the Panic of 1819 affected the development of political parties in the United States.
- 2). Compare the elections of 1824 and 1828, noting similarities and differences.
- 3). Discuss the role of Martin Van Buren in the forming of the early Democratic Party.
- 4). Examine Andrew Jackson as a symbol for his time.
- 5). Describe the principles of nullification and how it was used by South Carolina.
- 6). Analyze the role of Andrew Jackson in the Bank War.
- 7). Describe how Jacksonianism answered the question of how to protect the slaveholding South within the Union and how to deal with the market economy.
- 8). Discuss the development of the second party system and the role of the election of 1840.

Chapter 13 – Manifest Destiny: An Empire for Liberty or Slavery? 1844 – 1860

Americans termed “Manifest Destiny” the notion that North America ought to be the sole domain of white Americans and their institutions. Manifest Destiny justified the acquisition through war and treachery of over 1.1 million square miles of territory at the end of the 1840s. While few disavowed the acquisition of new territory, many northerners suspected that expansion westward was a vehicle for the expansion of the South’s “peculiar institution.”

Objectives for Chapter 13

- 1). Describe expansion into the Pacific areas in the 1840s and the views of Manifest Destiny.
- 2). Describe the differences between the ways men and women looked at moving westward.
- 3). Explore the role of the slavery controversy in westward expansion, especially involving Texas.
- 4). Discuss the military aspects of the Mexican War.
- 5). Explore James K. Polk’s role in the Mexican War and his use of politics.
- 6). Describe the views of different senators during the debates on the Compromise of 1850 and the provisions of the compromise
- 7). Explain the controversy over the Fugitive Slave Act and the differences between the way northerners and southerners reacted to it.
- 8). Describe the purpose and activities of the filibusterers during the 1850s.

Chapter 14 – The Gathering Tempest 1853 – 1860

Despite the efforts of many politicians, who feared for the Union, the events of the 1850s reinforced the growing schism between slavery and freedom. The birth of the Republican Party and the election of Lincoln inexorably led southerners to reconsider the value of remaining within the United States, while John Brown’s raid at Harpers Ferry proved true the South’s greatest fears.

Objectives for Chapter 14

- 1). Analyze the role of Stephen A. Douglas in the Kansas-Nebraska Act.
- 2). Describe the death of the Whig Party and the organization of the Republican Party.
- 3). Discuss the changes in immigration and the rise of nativism as a reaction to immigration.

- 4). Describe the American system of manufacturing and the advantages of the United States for the development of technology.
- 5). Compare and contrast the economies of the North and the South in the 1850s.
- 6). Analyze the effects of the Panic of 1857 on relations between the sections.
- 7). Trace the deterioration in the relationship between the sections as shown in the political changes of the 1850s, the different types of literature published, and various incidents including the caning of Senator Sumner and the raid on Harper's Ferry.

Chapter 15 – Secession and Civil War 1860 – 1862

The election of Lincoln and the subsequent secession of eleven southern states culminated in a Civil War. Neither Lincoln nor any party – North or South – could have predicted in 1860 that within two years the country would be mired in a brutal war without any foreseeable end. Perhaps only a few abolitionists sensed that the war would spell the end of slavery in the United States.

Objectives for Chapter 15

- 1). Analyze and compare the candidates and parties in the election of 1860.
- 2). Discuss the implications and consequences of the election of Abraham Lincoln in 1860.
- 3). Trace the last-minute efforts to avoid secession and possible war between the North and South.
- 4). Compare and contrast the advantages and disadvantages of the Confederacy and the Union at the beginning of the war.
- 5). Describe modern forms of transportation and communications and their effects on logistics.
- 6). Explain Confederate and Union means of financing the war.
- 7). Discuss Great Britain and the Civil War, as well as the role of cotton in foreign diplomacy.
- 8). Describe the role that sea power and control of the rivers had for the Union.
- 9). Describe the war in the West in 1861 and 1862 and the Confederate counteroffensive in 1862.

Chapter 16 – A New Birth of Freedom 1862 – 1865

The Civil War resolved two fundamental questions. The first involved the elimination of slavery. The second involved the superiority of federal authority to that of the states. Such resolution came at a cost of over 600,000 lives.

Objectives for Chapter 16

- 1). Discuss slavery as an issue in the Civil War.
- 2). Describe why the Emancipation Proclamation was issued and analyze what its provisions meant.
- 3). Describe the Antietam campaign and the effects of it.
- 4). Analyze the statement that it was a “rich man’s war and a poor man’s fight.”
- 5). Evaluate the role of women and African Americans in the war.
- 6). Trace the Union victories from the last half of 1863 to 1865.
- 7). Describe the final months of military action.
- 8). Trace internal dissension within both the Union and the Confederacy during the war.

- 9). Outline the presidential campaign of 1864 and explain how Lincoln was able to win reelection.

Chapter 17 – Reconstruction 1863 – 1877

Reconstruction had both reincorporated former Confederate states into the Union and destroyed slavery. But continued inequities relegated the newly freed slaves into second-class citizenship, wherein most would remain for nearly another century.

Objectives for Chapter 17

- 1). Compare presidential Reconstruction under Lincoln and Johnson with congressional Reconstruction.
- 2). Describe life and labor in the South after Civil War for whites and African Americans.
- 3). Discuss the purposes, provisions, and results of the three Reconstruction amendments to the Constitution.
- 4). Analyze the Grant administration.
- 5). Examine Reconstruction in the South from both the southern and northern points of view.
- 6). Describe the election of 1876 and compromise of 1877.