

HIST 100-002 American History from Its Beginnings to 1877

Spring 2024

Tuesday/Thursday 9:30-10:45am

Ross Hall 1060

Professor Fogg

Office: Ross Hall 3285A

Email: jamie.fogg@unco.edu

Office Hours: In-person* Tuesdays/Thursdays 11am-12pm or by appointment. **To schedule a time to meet with me, go to: <https://jamiefogg.youcanbook.me>.** *My in-person office hours are open and do not require an appointment, just come by*

Teaching Assistant: Maddie Miller

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Office Hours: Tuesdays and Thursdays 8:30-9:30am

Email: mill9475@bears.unco.edu

Course Catalog Description:

Survey of American history through Reconstruction to examine efforts to found New World communities, gain an American identity, secure independence and to define and secure the union under a federal government.

Course Information:

Welcome to History 100! I am delighted you will be joining me this semester This course studies the development of the United States from the early migrations of its first peoples through the end of Reconstruction in 1877. It explores the social, cultural, and political history of the diverse groups who make up the United States through multiple lenses.

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

1. Describe a narrative history of the events that shaped early America and its people from the establishment of pre-Columbian societies through the Civil War era.
2. Connect individual historical events to their broader significance within American history.
3. Interpret and analyze primary sources to better understand an important event or trend in history.
4. Create an original argument about an important historical event based on and supported by analysis of primary sources.

3 credits. LAC Area 4. GT Pathways History (HI1).

This course meets LAC and GT Pathways requirements. Additional information about Student Learning Outcomes (SLOs) and how this course satisfies these requirements can be found beginning on page 10.

A friendly (and important) disclaimer: this course is participation and reading intensive. If you are not able to attend class regularly and complete readings and assignments, this may not be the course for you.

Required Readings:

- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Bedford/St. Martins, 2010
ISBN: 9780312442668 – **There are several editions and publications of this book, any is fine.**
- Textbook (Free): *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press Edition. **FREE ONLINE:** www.americanyawp.com
- Various Primary Sources (Provided to you on Canvas)

Land Acknowledgment: The University occupies the lands in the territories of many indigenous peoples, including the Ute, Cheyenne, and Arapaho. The University of Northern Colorado acknowledges the forty-eight tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of native and indigenous peoples. UNC appreciates this connection and respects the land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/>, call the Office of Equity & Inclusion at 970-351-1944.

Course Policies, and Expectations

Grading: Assignments will earn a numbered grade between 1 and 100. Your final grade in this class will be determined by the grading breakdown listed below.

Letter grades are determined in the following manner: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-63); F (below 60). **Note:** Grades of C- or below **do not** count toward Major/Minor degree requirements.

Grading Breakdown:

Attendance and Participation— 20%

Individual Written Assignments— 15%

Historical Thinking Paper I and II – 15%

Midterm – 15%

Historical Thinking Paper III – 20%

Final – 15%

Attendance: Rather than deducting points per absence, I award points when you attend. At the end of the semester, a final attendance grade will be posted that reflects the points earned (out of 100) for attendance that semester. Attendance will be taken at the beginning of every class. You are expected to attend class daily and be on time. Entrances after the first fifteen minutes of class will constitute an absence. If you need to leave class early, please let me know ahead of time. If you leave during class without prior notification, I will mark you absent for that day. **If you are ill, please do not come to class.** This is crucial for your health and for the wellbeing of our classroom community. You do NOT need to let me know if you are not coming to class. I do ask that you let me know if you have tested positive for Covid or the flu, just for the sake of awareness should it spread. This is a request, though, not a requirement. The main thing for not falling behind if you do have to be absent is communication. If you are going to have an extended absence due to illness or family/etc. emergency, we can make arrangements for keeping you caught up. If you have questions about what you missed, you may come to my office hours or make an appointment to discuss the material. **IMPORTANT:** I will **not** respond to email inquiries asking what you missed, etc., as these things are best explained in person. If you will be absent for an extended period of time, I highly recommend contacting the Dean of Students Office as they can work on your behalf to contact all of your professors at once.

Participation: Participation is an important part of your grade and will be earned based on engagement with several components. No one will ever be expected to have an immediate grasp of content we cover or things we read, nor will anyone be expected to come with previous knowledge. That said, everyone is expected to participate and be willing to learn about issues and perspectives that may differ from their own. Attendance alone will not earn you a strong participation grade. This course is constructed of a combination of lecture and discussion. We will cover some complex topics; discussing them and the related material in class provides a valuable element of understanding, as well as an opportunity to learn through the exposure to multiple perspectives. In-class participation is expected, and points are earned through discussion, Plicker quizzes (see Course Assignments below), in-class assignments completed with peers, and weekly discussion post reflections. In-class assignments will

not be announced ahead of time, but they will pertain to the primary source readings listed on your class schedule. You will need to be clearly engaged in and out of class to earn a strong participation grade. **My tip:** to do well, you must come to class prepared, be engaged in the topic, and be ready to discuss the material.

Late Work: Assignments completed in class cannot be made up/turned in late. Major assignments listed on the syllabus will be downgraded 10 points per day after the day they are due unless an arrangement has been made. As always, consistent communication is the best way to ensure that you do not lose points due to late work and absences.

Access to Canvas and BearMail: You must have access to Canvas (<http://unco.instructure.com>) and your assigned BearMail email account for this course. I will utilize these to communicate with you and to provide required materials, grades, and/or assignment guidelines. Please plan on checking your email daily – this is a good habit to develop for all of your classes and for your future careers. Canvas is how you will submit most written assignments. If needed, access to computers, internet, and printers is provided to you in several lab locations across campus, including in Ross Hall and Michener Library.

Taking Notes: You will need to take notes in order to do well in this class. Some people prefer taking notes on laptops or tablets – this will be allowed so long as I have no reason to suspect you are using your laptop for anything else. The use of cell phones for readings or taking notes, etc., during class is not encouraged. If you need to record my lectures, please speak with me first. If any technology is being used inappropriately or in a disruptive manner, its use will no longer be allowed.

Academic Integrity: UNC's expectations for academic integrity and its policies and recommendations for academic misconduct will be followed. You are expected to present your own original ideas, cite sources appropriately (when used/allowed), work independently, and always submit works that are your own. I take these policies very seriously. Do not plagiarize (copy or submit someone else's works and ideas as your own) or attempt to cheat on exams. If I suspect you have plagiarized or cheated, we will meet in my office to discuss it the first time and you will fail the assignment. If it happens a second time, you will fail the course and be reported to the Dean of Students as is university procedure. This can directly impact any academic and/or athletic opportunities you may have as well as financial aid. See the Course Packet for more information on what constitutes plagiarism and how to avoid it. For additional information on student expectations at UNC, please see the Dean of Student's website and Student Conduct Handbook: <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

Course AI Policy: Software products often referred to as “AI” tools are growing rapidly in scope and access (ChatGPT, for example). While there are examples of ways that these tools can be very useful, that is not the case in this class. You will be required to use in-class content, readings, and your own interpretations to analyze historical topics and determine connections. AI resources can't assist you with that. As a result, the use of AI to generate responses for any assignments in the class fall under the plagiarism policy. Please see me with any questions you may have about appropriate usage.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Title IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “obligated reporters,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator. A trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary. If you wish to speak to someone confidentially, there are multiple resources available to you on campus (some are listed below).

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equitycompliance

Course Assignments

Plicker Quizzes: To ensure that students are doing the readings and grasping the key concepts of the lectures, Plicker quizzes will be given throughout each week. Plickers are “Paper Clickers” (clever, right?) and **I will provide your Plicker to you in the third week of class.** Your Plicker scores will count toward your overall participation grade – these will be graded based on regular participation rather than correct/incorrect responses. These serve as a useful tool for you and me to judge your comprehension of material. Additional written pop quizzes on assigned primary source readings may be administered at my discretion.

Reaction and Response Posts: Each week you will share a post to our class discussion board on Canvas discussing your reaction to something you found particularly interesting, surprising, etc., in what you learned that week. You must also respond to **at least one** of your classmates’ posts. Your individual posts and responses to classmates will be due on Sundays and will become available after class on Thursday. You can post at any time between then and the deadline. These will count toward your overall participation grade and are an easy way to build points toward a strong final grade.

Analysis and Reflection Written Assignments: Most weeks you will complete a series of individual written assignments focused on your analysis of a primary source and secondary source information/context from lectures in answer to a historical question. Five will be due on Sundays (listed on the syllabus) based on connect from the previous two weeks in class, and five will be completed in class. These will help you sharpen your analysis and critical thinking skills over the course of the semester. These are also intended to help you build toward larger assignments and exams. These will include in-class and on Canvas assignments based on prompts, additional primary source analysis, and other exercises.

Historical Thinking Papers: You will complete three larger writing assignments in this class – two shorter in length and one full essay – which focus on your reading and interpretation of primary documents. The prompts can be found in the Course Packet and on Canvas. You **must** hand in all papers in order to pass the class.

Midterm and Final: You will take a midterm and a final this semester, each worth 15% of your final grade. These exams will be taken in person; see the Class Schedule for the dates and times. **Please Note: You cannot pass this class if you do not turn in all papers and take both exams during the semester.**

Campus Resources for Students

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs: Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness, or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Additional Campus Resources (this is a partial list of the MANY wonderful resources and systems of support available to you as a UNC student)

Academic Support Resources: Web pages with help on how to study, listen better, improve reading and note taking skills, deal with exam anxiety, and exam taking tips. <https://unco.edu/student-academic-success/academic-success/academic-success-resources/>

Assault Survivors Advocacy Program (ASAP): Confidential system for reporting sexual assault, relationship violence, stalking, helping a survivor, and other related matters. 24 Hr. Hotline 970-351-4040 or www.unco.edu/asap

Center for Career Readiness: Resources and support for students in determining and implementing career related goals. www.unco.edu/career/students/

Counseling Center: 970-351-2496 or www.unco.edu/counseling **Confidential**

Gender & Sexuality Resource Center Supports identities across gender & sexuality spectrums, 2215 10th Ave, (970) 353-0191, www.unco.edu/gender-sexuality-resource-center/

Psychological Services Clinic @ UNC: Room 247, McKee Hall, 970-351-1645, www.unco.edu/cebs/psychological-services-clinic/services/counseling.aspx **Confidential**

Veterans Services: 970-351-1403, unco.edu/veterans-services/

Writing Center Help with writing. Ross 1230. By appointment only. Call 351-2056 or see “Tips for Using the Center” then “Schedule appointment” at unco.edu/writing-center/

Any serious issue (non-emergency) affecting you or another student, contact the Dean of Students Office, Michener Library L-15, (970) 351-2001, dos@unco.edu, unco.edu/dean-of-students/ (note the “File a Report” option on the right).

Class Schedule

(The instructor reserves the right to modify the schedule at any given time. You will be given timely notice if any changes are to be made)

Dates and daily topics are listed in the left-hand columns. Assignments due are in bold on the right (due on the day listed unless otherwise noted), as are readings you will need to look over before coming to class that day (most are on Canvas unless otherwise noted). **Note: Italicized textbook readings (labeled AY) are optional.**

Weekly Breakdown

Week 1: The First Americans *AY Chpt 1*

1/9	Introduction to Course The First Americans, Part 1	Syllabus Quiz and Introduction Post now open (due by 1/21)
1/11	The First Americans, Part 2	Song of the Sky Loom (Canvas) Assignments: <ul style="list-style-type: none"> • Reaction and Response (RR) post due Sunday

Week 2: Exploration and Colonization *AY Chpt 2*

1/16	“Discovery” and Early Exploration	Columbus Diary Entry (Canvas)
1/18	The Spanish and French in the Americas	Assignments: <ul style="list-style-type: none"> • Syllabus Quiz due Sunday • Introduction post due Sunday • Analysis and Reflection (AR) #1 due Sunday • RR post due Sunday

Week 3: Early Settlements and Society *AY Chpt 3*

1/23	The English in the Americas	John Smith Account of the Starving Time (Canvas)
1/25	Early Colonial Settlements and Conflict	Assignments: <ul style="list-style-type: none"> • Map Quiz in class • In-Class Assignment #1 • RR post due Sunday

Week 4: Gender, Power, and Conflict in Early America

1/30	Women and Witchcraft in Early America, Part 1	Abigail Faulkner Letter (Canvas) For this week: Read Godbeer Salem Introduction (Canvas) for your paper assignment
2/1	Women and Witchcraft in Early America, Part 2	Salem Documents (Canvas) <ul style="list-style-type: none"> • Last name A-E: Bishop document • Last name F-L: Good document • Last name M-Q: Hoar document • Last name R-Z: Proctor Document Assignments: <ul style="list-style-type: none"> • In-Class Assignment #2: Salem Source Analysis Worksheet • AR #2 due Sunday • RR post due Sunday

Week 5: Life in Colonial America <i>AY Chpt 4</i>		
2/6	Servitude and the Turn to Slavery	Virginia Slave Codes (Canvas)
2/8	The Neighborhood Economy	Ballard, A Midwife's Tale (Canvas) Assignments: <ul style="list-style-type: none"> • HTA #1 Introduction Outline and Thesis due Sunday • RR post due Sunday
Week 6: Pre-Revolutionary America <i>AY Chpt 4</i>		
2/13	Revival and Conflict	
2/15	The Road to Revolution	Assignments: <ul style="list-style-type: none"> • AR #3 due Sunday • RR post due Sunday
Week 7: Midterm <i>AY Chpt 6</i>		
2/20	Midterm Review	*Exam Review Sheet can be found in Course Packet*
2/22	Midterm Exam	Assignments: <ul style="list-style-type: none"> • HTA #1 due Sunday
Week 8: Revolutionary America		
2/27	Revolution! (Part 1)	Paine, Common Sense (Canvas)
2/29	Revolution! (Part 2)	Loyalist Response to Thomas Paine (Canvas) Assignments: <ul style="list-style-type: none"> • In-Class Assignment #3 • RR post due Sunday
Week 9: A New Nation <i>AY Chpt 6</i>		
3/5	How Revolutionary was the American Revolution?	Adams Letters (Canvas) United Indian Council (Canvas)
3/7	Defining a Nation	Assignments: <ul style="list-style-type: none"> • HTA #2 Introduction and Thesis due Sunday • RR post due Sunday • HTA #2 due Monday 3/17 (Monday after Spring Break)

3/9-3/16: Spring Break! If you do not yet have the *Incidents in the Life of a Slave Girl* book, get it this week. You will need to start reading it soon.

Week 10: Crafting the Constitution <i>AY Chpt 6</i>		
3/19	Framing the Constitution	Assignments: <ul style="list-style-type: none"> • HTA #2 due Monday 3/17
3/21	Ratification and the Bill of Rights	Federalist and Anti-Federalist Documents (Canvas) <ul style="list-style-type: none"> • Last name A-M: Federalist document • Last name N-Z: Anti-Federalist document Assignments: <ul style="list-style-type: none"> • In-Class Assignment #4 - Federalist/Anti-Federalist and Bill of Rights Worksheet • RR post due Sunday

Week 11: The Early Republic*AY Chpt 7*

3/26	The Jeffersonian Republic and the Era of Good Feelings	Dwight, Mills (Canvas) Reminder: Start Reading <i>Incidents in the Life of a Slave Girl</i>
3/28	Jackson and Democracy	Assignments: <ul style="list-style-type: none"> • AR #4 due Sunday • RR post due Sunday

Week 12: Antebellum Culture*AY Chpt 8, Chpt 11*

4/2	The Market Revolution and Diverging Societies	Reminder: Continue Reading <i>Incidents in the Life of a Slave Girl</i>
4/4	Slavery in the Antebellum South	Assignments: <ul style="list-style-type: none"> • <i>Incidents</i> Assignment due Sunday • RR post due Sunday

Week 13: Reform and Ideals of Equality*AY Chpt 11*

4/9	Reawakening and Reform Discuss <i>Incidents in the Life of a Slave Girl</i>	
4/11	Abolition and Women's Rights	Douglas, Fourth of July Speech (Canvas) Assignments: <ul style="list-style-type: none"> • <i>Incidents</i> Reading guide, Introduction, and Thesis due Sunday • *Optional* RR post due Sunday

Week 14: Growing Conflicts*AY Chpt 12, 13*

4/16	Moving West	Texas Declaration (Canvas)
4/18	The Sectional Struggle and Civil War, Part 1	Assignments: <ul style="list-style-type: none"> • AR #5 due Sunday • RR post due Sunday

Week 15: Civil War and Moving On*AY Chpt 14*

4/23	Civil War	Gettysburg Address (Canvas)
4/25	Conclusion and Review	Assignments: <ul style="list-style-type: none"> • HTP #2 due Sunday by 11:59pm – (Please note: late papers will not be accepted)

Finals Week: Final Exam Tuesday, April 30th ON CANVAS (due by 11:59pm – 2.5 hour time limit once you begin)

Please note: I will be available in my office or via email during our scheduled exam time of 8:00-10:30am

Liberal Arts Curriculum & GT Pathways

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the History category. The Colorado Commission on Higher Education has approved HIST 100 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C–grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in History are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for HI1. This includes CDHE competencies and student learning outcomes in Critical Thinking and Information Literacy.

LAC Area 4 (History) Student Learning Outcomes

This course fulfills 3 credits toward History category 2 of the Liberal Arts Core Area 4 requirement. Students who successfully complete this requirement should be able to:

- 1) Demonstrate a basic understanding of historical continuity and change.
- 2) Recognize that historical narratives are constructed by historians and change over time.
- 3) Recognize the difference between primary and secondary sources and begin to think critically and analytically about the past.
- 4) Compose an outside paper, driven by a historical argument, and supported by historical evidence.

LAC History Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>3. Formulate an Argument</p> <ol style="list-style-type: none"> a. Ask a question relevant to the discipline. b. Synthesize perspectives that answer it. c. Take a specific position. <p>4. Incorporate Evidence</p> <ol style="list-style-type: none"> a. Interpret/evaluate sources to develop an analysis or synthesis. <p>5. Understand Implications and Make Conclusions</p> <ol style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>This course will develop critical thinking skills through the analysis of primary source documents during each class period. Throughout the semester, students will complete a series of assignments including brief Analysis and Responses (ARs), two exams, and two longer papers in order to continue to build skills in line with Student Learning Outcomes. How these assignments address related SLOs and examples follow below.</p> <p>3a-c: All in-class discussions and course assignments require use of these components. Students will combine context and primary source analysis to answer a historical question related to the specific topic.</p> <p>4: Written assignments submitted in class and as homework utilize the interpretation and analysis of source material presented as evidence to support student responses.</p> <p>5a-b: The two longer paper assignments require the creation of an argument, use of evidence from sources, and culminate in a conclusion that synthesizes information presented and reflect on the broader significance.</p> <p>Examples of assignments that emphasize Critical Thinking SLOs 3-5 include:</p> <ul style="list-style-type: none"> • Analysis and Response Assignments 2-5: <ul style="list-style-type: none"> ○ AR 2: Students identify evidence of Puritan cultural values and additional significant historical themes based on their reading and analysis of "A Model of

	<p>Christian Charity” by John Winthrop (1630)</p> <ul style="list-style-type: none"> ○ In-Class Assignment 4: Completion of Bill of Rights worksheet that reflects on what issues/developments during the Revolutionary Era may have influenced each Amendment. Students pull from in-class readings and lecture content to draw connections. ● Historical Thinking Assignment 1: Students use primary and secondary sources relating to the Salem Witch Trials (1692) to craft and support an original historical argument about the key motivations behind the witchcraft hysteria in Salem. Their paper culminates in a conclusion that reflects on what historians can learn about broader cultural themes in American history through these events. ● Historical Thinking Assignment 2: Students summarize and analyze four primary sources related to the social impacts of the Revolutionary War in order to develop and support an argument about how socially revolutionary the Revolution may have been. ● Historical Thinking Assignment 3: Students craft and support an original historical argument regarding key historical themes based on their reading of <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs. They use specific examples from the text as evidence and conclude with a reflection on how this source can help to better understand the nature of 19th century slavery, as well as its limitations.
<p>Information Literacy: Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student’s ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand. Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>3. Evaluate Information Critically</p> <ul style="list-style-type: none"> a. Utilize a variety of information sources appropriate to the scope and discipline of the research question. b. Consider the importance of multiple criteria, such as relevance to the 	<p>This course develops information literacy skills through the analysis of primary and secondary sources during each class period.</p> <p>3a-b: In-class discussions and written assignments always utilize these competencies. Students analyze multiple sources from different perspectives and use context from related lesson materials to evaluate influences on interpretation including bias, point of view, and intended audience.</p> <p>4: All in-class discussions written assignments, and exams utilize a collection of sources and content students must synthesize in order to effectively answer a specific historical question.</p>

<p>research question, currency, authority, audience, and bias or point of view, when evaluating information source.</p> <p>4. Use Information Effectively to Accomplish a Specific Purpose</p> <p>a. Synthesize information from sources to fully achieve a specific purpose.</p> <p>5. Use Information Ethically and Legally</p> <p>a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.</p>	<p>5: In-class discussions, written responses and longer paper assignments include a discussion of how to interpret and use related sources, including how to appropriately identify and cite sources and demonstrate academic integrity.</p> <p>Additional assignments that emphasize Information Literacy SLOs 3-5 include:</p> <ul style="list-style-type: none"> • Source Analysis and Reflection Assignments 1, 3, 4, 8: <ul style="list-style-type: none"> ○ AR 1: Based on in-class readings of accounts by Spanish and French explorers and indigenous groups they encountered, students compare and contrast the interests and interactions of Spanish and French explorers in the Americas and connect these motivations to longer term impacts on the regions they settled. ○ In-Class Assignment 2: Through an in-class discussion and related lecture materials, students combine their readings of the secondary source chapter “Introduction: Explaining the Salem Witch Hunt” by Richard Godbeer and five primary sources to complete a worksheet that breaks down key facts within each account to identify overlapping themes and trends among accusers, the accused, and the process of the trials. This is a step in scaffolding the larger Historical Thinking Assignment 1. ○ AR 3: Students write a reflection on the arrival and legacies of early American slavery based on episode 1 of the New York Times’ “1619” podcast. Students also discuss the benefits and limitations to using sources like this one, including contemporary social and political discussions on the topic and materials. ○ AR 4: Utilizing primary source readings and in-class lectures and discussions over the course of three class periods, students identify key differences between Antebellum culture in the North and the South, and they reflect on how these divergences may have led to Civil War. • Midterm Exam: First Americans (pre-1492) through the Revolutionary War (1781) – students
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	<p>define six brief ID terms where they identify the basic details and the overall historical significance of a key term or event, and two short essays where they discuss the key aspects and historical significance of a larger theme, such as the evolution of colonial thought from the early 18th century through the Revolutionary Era, by synthesizing content covered thus far in the course.</p> <ul style="list-style-type: none"> • Historical Thinking Assignment 1: Students combine their work for AR 3 with additional primary source readings to craft and support a historical argument about the key motivation behind the witchcraft hysteria in Salem in 1692, taking into consideration multiple perspectives, limitations to and within the sources. Students are also required to cite sources appropriately. • Historical Thinking Assignment 2: Students summarize and analyze four primary sources related to the social impacts of the Revolutionary War in order to develop and support an argument about how socially revolutionary the Revolution may have been. • Historical Thinking Assignment 3: Students synthesize their reading of <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs and additional primary and secondary content from class relating to 19th century slavery to craft and support a historical argument. They are required to utilize appropriate citations and to reflect on the benefits and challenges to using these sources to study this era. • Final Exam: 1781-Reconstruction (1876) – students answer five brief ID terms and their historical significance, and one long essay with multiple components that relate to a major theme from the period covered, such as the evolution of slavery in the colonies and United States, key debates, features, outcomes, etc., by synthesizing content from throughout the course.
<p>A GT Pathways History course:</p> <ul style="list-style-type: none"> • Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions. • Employs historical thinking and concepts, which include context, change over time, 	<p>This course satisfies GT Pathway requirements through the use of primary and secondary sources from multiple perspectives in each class and assignment.</p> <p>Examples of assignments that address GT Pathways History requirements include:</p> <ul style="list-style-type: none"> • Analysis and Response assignments all utilize primary sources and secondary context from in-class materials to answer a specific historical

<p>continuity, multiple causation, and human agency.</p> <ul style="list-style-type: none"> • Investigates multiple historical primary sources and secondary accounts. • Analyzes multiple perspectives to create written narratives, interpretations, or syntheses. 	<p>question and reflect on its broader significance to understanding American society over time. Each assignment includes multiple perspectives and discusses their relevance to helping understand a larger historical theme. For example, AR 8 requires that students read two congressional addresses – one by Andrew Jackson and another by the Cherokee Nation – to analyze the motivation behind and impact of the Indian Removal Act of 1830.</p> <ul style="list-style-type: none"> • The Midterm and Final exams are structured to require students demonstrate skills learned throughout the semester related to historical inquiry, synthesizing multiple sources of information, and literacy in order to discuss key themes and developments. • Historical Thinking Assignments 1 and 2 require the use of primary sources and secondary context to create and support a central historical question about the era in question. Students must analyze sources as historians, considering contextual influences, multiple perspectives, and change over time to identify themes and support their arguments.
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