

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



## MASTER SYLLABUS

HIST 103 – US History to 1877

**CIP Code: 54.0102**

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**Updated by: Stephanie Petkovsek, MA**

**SCHOOL OF BUSINESS AND LIBERAL ARTS**  
**SOCIAL SCIENCES DEPARTMENT**  
**FALL 2024**

- A. TITLE: US History to 1877
- B. COURSE NUMBER: HIST 103
- C. CREDIT HOURS: 3  
**# Lecture Hours – 3 per Week**  
**Course Length: 15**
- D. WRITING INTENSIVE COURSE: No
- E. GER CATEGORY: GER 9 US History and Civic Engagement
- F. SEMESTER(S) OFFERED: Fall, Spring, or Fall and Spring
- G. COURSE DESCRIPTION: In this course students will explore the leading aspects of American history from pre-colonization through Reconstruction. Attention is given to political issues, institutions, political parties, leadership, and diplomatic and constitutional questions, as well as economic, social, and intellectual trends. This course also focuses on what is unique in the American historical experience and relates American history to the broader global setting.
- H. PRE-REQUISITES: No  
CO-REQUISITES: No
- I. STUDENT LEARNING OUTCOMES:

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Describe the earliest forms of human settlement on the North American continent and its evolution and expansion over time.	1	Students will apply historical and contemporary evidence to draw, support, or verify conclusions	
b. Identify and compare the major cultural, economic, political, and social attributes of colonial life and the drive to independence.		Students will understand the role of individual participation in US communities and government	
c. Analyze the origins and evolution of slavery and its effects on American political, and economic institutions as well as cultural and social life.		Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation	
d. Describe the expansion of the United States and the unity and divisions that emerged as a result.		Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation	
e. Analyze the road to disunion, the Civil War that resulted and the Reconstruction period		Students will apply historical and contemporary evidence to draw, support, or verify conclusions	

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT: No

K. TEXTS: To be determined by instructor

Example: Shi, David. *America: The Essential Learning Edition*, Vol I, (Norton, 2022)

L. REFERENCES:

Abruzzo, Margaret. *Polemical Pain: Slavery, Cruelty, and the Rise of Humanitarianism* (JHU, 2011)

Bailyn, Bernard. *Ideological Origins of the American Revolution* (Harvard, 1967)

Blackhawk, Ned. *Violence Over the Land: Indians and Empires in the Early American West* (Harvard, 2008)

Blassingame, John. *The Slave Community* (Oxford, 1979)

Boydston, Jeanne. *Home and Work: Housework, Wages, and the Ideology of Labor in the Early Republic* (Oxford, 1994)

Barney, William L. *The Passage of the Republic* (Heath, 1987)

Calloway, Colin. *The Scratch of a Pen* (Oxford, 2007)

Chaplin, Joyce. *Subject Matter* (Harvard, 2003)

Chudacoff, Howard P. and Smith, J.E. *The Evolution of American Urban Society* (Prentice-Hall, 1988)

Cott, Nancy. *The Bonds of Womanhood* (Yale, 1997)

Cott, Nancy. *No Small Courage* (Oxford 2004)

Cronon, William. *Changes in the Land* (Hill and Wang, 1983; 2003)

Crosby, Alfred W. Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972)

Delbauso, Andrew. *The Puritan Ordeal* (1989)

Fliegelman, Jay. *Declaring Independence: Jefferson, Natural Language, and the Culture of Performance*

Foner, Eric. *The Fiery Trial* (Norton, 2011)

Isaac, Rhys. *The Transformation of Virginia* (UNC, 1999)

Genovese, Eugene D. *The Political Economy of Slavery* (Random House, 1965)

Howe, Daniel Walker. *What Hath God Wrought* (Oxford, 2009)

Henretta, James A. and Nobles, Gregory H. *Evolution and Revolution: American Society, 1600-1820* (Heath, 1987)

Kammen, Michael. *Empire and Interest: American Colonies and the Politics of Mercantilism* (1970)  
Kolchin, Peter. *American Slavery 1619-1877* (New York: 1993)  
May, Henry. *The Enlightenment in America* (Oxford, 1978)  
McPherson, James. *Battle Cry Freedom* (Oxford, 2003)  
Nash, Gary B. *Red, White and Black: The Peoples of Early America* (Prentice-Hall, 1982)  
Watson, Harry. *Liberty and Power: The Politics of Jacksonian America* (Hill and Wang, 1990)  
Wood, Gordon. *Empire of Liberty* (Oxford, 2011)

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A - F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Essay examinations, quizzes, group research projects, presentations, class discussion, debate

P. DETAILED COURSE OUTLINE:

I. First Peopling and the Colonization of the New World

- A. Pre-Columbian Settlement
- B. European Exploration and Settlement
- C. The Colonial People
- D. Early Period Slavery

II. The Birth of a Nation

- A. The Road to Revolution
- B. The American Revolution
- C. The Constitution
- D. Early National Growth

III. National Growing Pains

- A. The Republicans Take Office
- B. Westward Migration
- C. The Age of Jackson
- D. Slavery and the Cotton Economy

IV. Antebellum America and the Problem of Sectionalism

- A. Creating an American Character and Culture
- B. Society in the North and the South
- C. Industrialization and the
- D. House Divided
- E. Reconstruction of the Nation