



## *United States to 1877*

### *HIST 0600*

### *3 Credits*

**Description:** This introductory level course traces and analyzes the central developments in U.S. History from the explorations of the 15th Century through the Civil War. It will provide an overview for those seeking to fulfill “General Education” requirements. We will examine the encounters among Native Americans, West Africans, and Europeans and the consequent transformation of the New World. Students will cover topics such as settlement, the process of colonization, the development, entrenchment, and experience of slavery, the road to revolution, the birth of a new nation, the role of government, expansion, political and economic change, the growth of institutions, reform movements, the rise of sectional conflict, and war. Throughout the narrative students will engage broader themes that relate to the dynamics of power, including the existence of and commitment to chattel slavery in a nation that viewed itself as steeped in notions of liberty and equality, the relegation of women and ethnic, religious, and ethnic minorities to inferior status, the growth of national identity among white citizens, the dispossession of the native population from their land, and the impact of diverse people and ideas on the national character. Finally, this course will serve to familiarize students with the academic discipline of history, including methodologies and practices. Students will interpret primary and secondary sources, learn to read and construct historiographical arguments, and hone analytical and evidenced based writing skills.

**Prerequisite:** No prerequisite required

**Grading:** The grade will be based on verbal participation in class discussions, debates and presentations, research essays, document analyses, quizzes, and exams.

**Textbook:** The course should use a college-level text book such as *The American Promise, Vol I* by James Roark, et al., or any AP-approved textbook. In addition, the course should be based in the analysis of primary documents as well as scholarly arguments. One suggestion is the use of *Major Problems in American History, Vol I* by Elizabeth Cobbs Hoffman which includes both. Finally, instructors might consider the use of narratives and historical monographs.

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**The following is a list of topics covered in US History from Settlement through the Civil War:**

#### **1. Introduction**

- What are primary and secondary sources?
  - How do we read them?
  - How do we use them?
- What are the foundations of the American nation?

#### **2. Ancient America: Before 1492**

- Archaeology and History
- The First Americans
- Native American Cultures

#### **3. European Encounters with the New World**

- The Age of Exploration

#### **4. Southern Colonies in the 17<sup>th</sup> Century**

- Tobacco and the Chesapeake
- Servitude to Slavery
- Spanish Borderlands

#### **5. Northern Colonies in the 17<sup>th</sup> Century**

- The Religious Foundation of Colonization
- The Middle Colonies
- The Colonies and British Empire
- Labor



**6. The British Empire and the Colonial Crisis**

- Rising Tensions and Resistance
- Domestic Insurrections
- Rebelling Against Slavery
- The Ideology of the American Revolution

**7. The War**

**8. Building a New Nation**

- Challenges to Framing a New Government
- “Remember the Ladies”
- Articles of Confederation
- The Constitution, Power, and Compromise

**9. The New Nation Takes Form**

- Politics, Economics, and the Search for Stability
- Conflicts: West, East, and South

**10. Republicans in Power**

- Revolution and Rebellion
- The Promise of Louisiana
- War of 1812
- Conflicts: West, East, and South

**11. The Expanding Republic**

- The Market Revolution
- The Second Party System: Redefining the Democratic Party
- Slavery and Politics
- Native Removal
- Cultural Shifts, Religion, and Reform

**12. The New West and Free North**

- Economic and Industrial Revolution
- Free Labor
- Westward Movement
- Mexican War
- Reforming Self and Society
- Radical Abolition and Women’s Rights
- “Free” and Black

**13. The Slave South**

- The Peculiar Institution
- Slave Culture
- Politics of Slavery
- “Free” and Black

**14. The Coming of War**

- The Question of Slavery’s Expansion
- The Unraveling of Sectional Balance
- Party Realignment
- Violence

**15. The Crucible of War**

**Academic Integrity:** All College in High School teachers, students, and their parents/guardians are required to review and be familiar with the University of Pittsburgh’s Academic Integrity Policy located online at [www.as.pitt.edu/fac/policies/academic-integrity](http://www.as.pitt.edu/fac/policies/academic-integrity).

**Grades:** Grade criteria in the high school course may differ slightly from University of Pittsburgh standards. A CHS student could receive two course grades: one for high school and one for the University transcript. In most cases the grades are the same. These grading standards are explained at the beginning of each course.

**Transfer Credit:** University of Pittsburgh grades earned in CHS courses appear on an official University of Pittsburgh transcript, and the course credits are likely to be eligible for transfer to other colleges and universities. Students are encouraged to contact potential colleges and universities in advance to ensure their CHS credits would be accepted. If students decide to attend any University of Pittsburgh campuses, the University of Pittsburgh grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

**Drops and Withdrawals:** Students should monitor progress in a course. CHS teacher can obtain a Course Drop/Withdrawal Request form from the CHS office or Aspire. The form must be completed by the student, teacher and parent/guardian and returned to teacher by deadlines listed. Dropping and withdrawing from the CHS course has no effect on enrollment in the high school credits for the course.