NCPACE
HIST 1301 Syllabus
Shaping America: History of the United States to 1877

Course Description

Prerequisite: Developmental Reading 0093 or English as a Second Language (ESOL) 0444 or have met the Texas Success Initiative (TSI) standard in Reading.

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Coordinating Board Academic Approval Number: 54.0102.51 25

Textbook:	Roark, Johnson, et al. *The American Promise: A History of the United States, Vol. I: To 1877.* 6th Edition. Bedford/St. Martin's, 2015. ISBN (10): 1-4576-6841-6; ISBN (13): 978-1-4576-6841-8
Student Course Guide:	Alfers, Kenneth G. *Student Course Guide for Shaping America: U.S. History to 1877*. 5th Edition.
Video Programs:	*Shaping America: History of the United States* videos. Dallas County Community College District, Dallas Colleges Online. To access videos for download: **1.** Go to http://144.162.197.105/mp4/SA/default.htm **2.** Username: ncpace **3.** Password: sailor Make sure all the downloaded files are working properly prior to deployment

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Welcome to *History of the United States to 1877*!

The study of history provides an opportunity to better understand ourselves as individuals, families, citizens, and members of a global community. In learning our individual and collective pasts, we not only celebrate our uniqueness but recognize what philosopher David Hume remarked as one of the greatest values of historical inquiry: "the discovering of the constant and universal principles of human nature." Consequently, regardless of when or where we look, the past is not as "foreign" or "unimportant" to us living in the present as we often think.

History 1301 surveys the history of the United States from the colonial era through the Civil War and Reconstruction eras. Through your reading of the textbook, viewing of the associated video lessons, and completion of the various course assignments, you will study and analyze four units of study established in the Student Course Guide. You will begin with "Colonial America to 1760 – 'A City on a Hill?'" which establishes the diversity of New World societies, both native and European in origin, following 1492. Exploring the complexities and complications inherent in European colonization will provide the necessary foundation for understanding how a rebellion and subsequent revolution could take root in British North America. The second unit poses the perils and paradoxes of colonial efforts to establish a language legitimizing a revolt from England and ultimately creating a nation and system of government reflecting those lofty ideals. As "Revolutionary America, 1754-1801—'All Men are Created Equal?'" details, the founding generation faced monumental difficulties in translating the language and promises of the American Revolution into a functioning republic. The tremendous political, economic, and cultural transformations within the nation during the first half of the nineteenth century are the focus of the third unit of study for this course. "America in Transition, 1801-1848 – 'Manifest Destiny?'" traces how the process of creating a continental empire served to exacerbate lingering questions of equality and union, paving the way for the fourth and final unit. "America in Crisis, 1848-1877 – 'A New Birth of Freedom?'" explores how secession and the ensuing Civil War attempted to settle some longstanding arguments regarding the authority of the federal government over the states and the fate of the slavery. From the still smoldering ashes of war, Americans would grapple with reconstructing a nation "conceived in liberty, and dedicated to the proposition that all men are created equal." In many ways, their numerous successes and failures in accomplishing this task would set the stage for modern America.

To do well in this course, you must read the textbook, watch the corresponding video lessons, utilize the student course guide, and complete all assignments. You must submit two essays (worth 50 points each) and four exams (worth 100 points each) to complete the course. You also have the opportunity to complete two additional essays and complete a course survey for extra credit.

IMPORTANT: Keep this syllabus handy and use it as a guide throughout the semester.

Sincerely,

Dallas Colleges Online Military Support Team

NCPACE@dcccd.edu
888-468-4268
http://military.dcccd.edu/

Educational Objectives

History 1301 Core Objectives:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
4. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

History 1301 Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

What You Need to Do

To be successful in this course, use the following strategies to learn the content and fulfill the course requirements:

- Plan to spend *at least* two hours each week carefully reading the textbook, watching the video programs, and working on the assignments. Cramming is not an effective way to learn new content.
- Review the guidelines for studying the material listed on page ix of the *Student Course Guide for Shaping America: U.S. History to 1877*.
- Refer to the *Student Course Guide for Shaping America: U.S. History to 1877* for:
  - Learning objectives that state what you should be able to do after completing the assignments, readings, etc.
  - Required textbook readings and video programs (listed in Lesson Assignments)
  - Critical content to know (listed in Lesson Focus Points)
  - Practice tests
- Practice answering the questions listed in Lesson Focus Points and Practice Test sections in the Student Course Guide.
- Prepare and complete the two required essays.
- Review the objectives for each lesson. Can you meet the objectives?
- Complete the four exams.

Grades

Your semester grade is based on the following elements.

- **Type-written essays (REQUIRED)**
  You will write two (2) type-written essays (worth up to 50 points each). Topics for these essays are based on the *Documenting the American Promise* sections in your textbook. The *Completing the Writing Assignments* section of this syllabus provides the specific writing guidelines for these assignments.

- **Exams (REQUIRED)**
  You will complete four (4) examinations (worth 100 points each). Each exam consists of thirty-five multiple-choice questions (worth 2 points each) and two essay questions (worth up to 15 points each). Both the multiple-choice questions and essay questions are based on the textbook readings, videos, lesson focus points, and practice tests in each lesson of the *Student Course Guide for Shaping America: U.S. History to 1877*. Your Educational Services Officer (ESO) will administer the exams.

- **Type-written extra credit essays (OPTIONAL)**
  You may earn extra credit by submitting up to two type-written optional essays (worth up to 20 points each). Topics for the optional essays are based on the activities listed in the *Enrichment Ideas* section in the Student Course Guide. The *Completing the Writing Assignments* section of this syllabus provides the specific writing guidelines for these assignments.

- **Course Survey for extra credit (OPTIONAL)**
  At the conclusion of this course, you will be offered the opportunity to complete an NCPACE Distance Learning Survey. For completing and submitting this survey, ten (10) extra credit points will be added to your final point total.

The following tables summarize the total points available for the type-written essays, exams, and extra credit essays/survey.

Type-written Essays	Total Possible Points
Type-written Essay #1	50
Type-written Essay #2	50
Total Possible Points	**100**

Proctored Exams	Multiple-Choice Questions	Essay Questions	Total Possible Points
Proctored Exam 1	35 questions (2 points each)	2 questions (15 points each)	100
Proctored Exam 2	35 questions (2 points each)	2 questions (15 points each)	100
Proctored Exam 3	35 questions (2 points each)	2 questions (15 points each)	100
Proctored Exam 4	35 questions (2 points each)	2 questions (15 points each)	100
		Total Possible Points	**400**

Extra Credit Opportunities	Total Possible Points
Type-written Extra Credit Essay #1	20
Type-written Extra Credit Essay #2	20
NCPACE DL Survey	10
Total Extra Credit Points Available	**50**
Note: Any Extra Credit points will be added to your final point total when calculating your course grade.	

Letter grades for each element are assigned according to the following scales:

Type-written Essays	
45 – 50	**A**
40 – 44	**B**
35 – 39	**C**
30 – 34	**D**
29 and below	**F**

Exams	
90 – 100	**A**
80 – 89	**B**
70 – 79	**C**
60 – 69	**D**
59 and below	**F**

Semester Grades	
450 – 500	**A**
400 – 449	**B**
350 – 399	**C**
300 – 349	**D**
299 and below	**F**

Completing the Writing Assignments

Formatting Your Type-Written Essays

Use these guidelines for formatting your writing assignments.

- All writing assignments must be typed. The only exception to this is when your ship does not have a computer or printer. Please note that equipment was not available if you are turning in handwritten papers.
- Use a standard font (Ariel, Courier, Helvetica, or Times New Roman) and font size of 12 pt.
- Double-space all writing assignments.
- Be sure to put your name on all pages of your assignments.
- **Submit your papers to your NCPACE Point of Contact (POC).** Refer to the Assignment Calendar in this syllabus for the due dates.

Composing Your Type-Written Essays

Follow these guidelines when **composing** your writing assignments.

- **Preparation**. Good history papers begin with effective reading. Your understanding of the sources you chose will provide the basis of your essays. One way to begin to organize your source material is to summarize the main points of your sources. If you cannot restate the points, you may need to re-read the material.
- **Thesis**. Your essay should be organized around a clear, comprehensible, and sustained proposition that you want to discuss or prove. Your first paragraph should state your thesis and indicate how you plan to support it.
- **Organization**. Every paragraph should clarify, explain and build on your thesis statement. You may want to use an outline to ensure the coherence of your essay.
- **Evidence**. Any generalization you use should be supported with specific evidence.
- **Chronology**. Dates are important as they help establish change over time. Be sure to keep your chronology clear when you are using dates to structure your arguments.

- **Conclusion**. A good essay has a beginning, middle, and an end. Your ending should not just circle around to restate the opening statement. Your conclusion should summarize your arguments and leave the reader with a sense of the significance of your efforts.
- **Editing**. Good writers rewrite. Proof read your essay and rewrite if you find flaws in your content, logic, or style. Spell checking on the computer will not always catch your mistakes, but it is a good place to start. Have someone else read your paper aloud to check for grammar and logic problems.
- **Style**. The key to good writing is clarity. Keep your words active whenever possible, and avoid using the passive voice. For example: *Virginia was settled by Englishmen* uses passive voice. *English noblemen settled Virginia* is active. When you use words like *these* and *this*, always follow with a noun so that your reader will know who or what you are talking about.
- **References.** All quotations must have some form of citation. For these essays, parenthetical notations using the Modern Language Association (MLA) style format are sufficient. Within the parenthesis, include the author's last name and a page number where the information can be found. *Example: (Roark 23).*

Full reference citations should be included at the end of the essay.

Example: Roark, James, et al. *The American Promise, A History of the United States*. 6th ed. Vol. I. Boston: Bedford/St. Martin's.

These citations should allow your reader to find your sources easily. Any time you use words, ideas or phrasing from a source, you must give the author credit with a citation. (Review the *Plagiarism* section in this syllabus.)

Critiquing Your Type-Written Essays

Before submitting your writing assignment, take a moment to determine if your assignment makes the grade. Follow these guidelines when **critiquing** your writing assignments.

To receive this letter grade…	Your essay…
A	• Is based on a clear, well-defined original concept that goes beyond the assigned readings. • Contains persuasive analysis that demonstrates a command of the subject matter. • Includes examples of convincing reasoning consistently applied with solid evidence directly applicable to the thesis. • Moves from one point to the next with smooth transitions, coherent organization, and well-developed paragraphs. • Uses well-constructed sentences, with well-chosen words and follows all the conventions of English grammar.
B	• Has a clear, specific thesis. • Demonstrates an understanding of the material covered in the text and the assignment. • Pursues the thesis and develops a core argument with clear ideas and supportive details. • Includes clear transitions, connected ideas in unified paragraphs. • Demonstrates good command of English with some occasional style or grammatical problems (usually awkward syntax or passive voice).
C	• Has a general thesis, but lacks any specificity. • Shows an understanding of the basic ideas and information of the assignment with minimal factual errors. • Indicates a tendency toward generalizations, incomplete development of core arguments, weak organization, shallow analysis with unsupported generalizations, etc. • Includes some awkward transitions with weak or undeveloped paragraphs not clearly connected to one another. • Indicates a tendency toward wordiness, unclear or awkward sentences, grammatical errors and excessive use of passive voice.
D	• Has a vague or irrelevant thesis. • Indicates an inadequate command of the course material with several factual errors. • Fails to respond to the assignment prompt. Essay is a mere narration that moves from one topic to another. Simplistic with a tendency toward vague summarization. • Possesses major grammatical errors such as subject-verb agreement, obscure pronouns, and sentence fragments. • Includes an excessive use of clichés and gross spelling errors.
F	• Shows little or no development; merely a listing of vague generalizations or misinformation. • Fails to respond to the assignment. No detectable thesis. • No transitions and use of incoherent paragraphs. Unreadable because of multiple grammatical errors.

Specific Essay Writing Instructions

You are required to complete TWO (2) type-written essays. Topics for these essays come from the *Documenting the American Promise* sections in your textbook.

Essay #1	Essay #2
Choose one set of documents from the list below (Textbook pages listed)	*Choose one set of documents from the list below (Textbook pages listed)*
• *Hunting Witches in Salem, Massachusetts* (Text, pp. 92–93) • *Reactions to the Boston Port Act outside of Massachusetts* (Text, pp. 158–159) • *Families Divide over the Revolution* (Text, pp. 180–181) • *The Crisis of 1798: Sedition* (Text, pp. 248–249)	• *Mill Girls Stand Up to Factory Owners, 1834* (Text, pp. 288–289) • *The Gold Rush* (Text, pp. 334–335) • *Defending Slavery* (Text, pp. 352–353) • *Home and Country* (Text, pp. 420–421) • *The Meaning of Freedom* (Text, pp. 438–439)

Your essay will consist of you answering ALL of the "Questions for Analysis and Debate" at the conclusion of the chosen *Documenting the American Promise* section, utilizing the appropriate documents, textbook readings, and video lessons as your sources.

Your responses to ALL associated questions must result in a submission with a MINIMUM length of TWO FULL pages.

Please refer to the formatting requirements listed previously in this syllabus.

Specific Extra Credit Essay Writing Instructions (Optional)

You may complete two additional type-written essays for extra credit. Topics for the optional essays are based on the activities listed in the *Enrichment Ideas* section in the Student Course Guide.

Type-written Extra Credit Essay 1	Type-written Extra Credit Essay 2
Choose one activity from the list below.	*Choose one activity from the list below.*
Select one activity from the *Enrichment Ideas* section in the Student Course Guide. You may select an enrichment activity from Lessons 1–12.	Select one activity from the *Enrichment Ideas* section in the Student Course Guide. You may select an enrichment activity from Lessons 13–26.

Follow these guidelines when writing the optional essays:

- Indicate which "Enrichment Idea" you are addressing in your paper by citing the lesson number and idea number listed in the Student Course Guide.
- Follow the formatting requirements listed previously in this syllabus.
- Your response must be a minimum length of two full pages.
- Pay attention to grammar and spelling as they will be considered when your submission is graded.

Study Tips

The *Student Course Guide for Shaping America: U.S. History to 1877* is essential for successful completion of this course. Each "Lesson" in the Student Course Guide includes an overview of the major lesson themes as well as the corresponding textbook chapters to read and videos to watch. The Student Course Guide also supplies "focus points" to direct you to the most critical content. The practice tests in each lesson will help you prepare for your exams. Refer to this book often.

The textbook, *The American Promise: A History of the United States, Vol. I: To 1877*, describes the significant developments in American history. To do well in this course, you must read the appropriate textbook pages listed in the Student Course Guide.

The video programs presented in a documentary format, provide you an opportunity to view prominent historical experts explain the issues discussed in the textbook. You will develop a deeper appreciation of the present by understanding how events, ideologies, and actions in the past still influence our daily lives. Information from the video programs will also be included in the exams.

In summary, there are three parts of the learning system in this course:

1. Student Course Guide: *Student Course Guide for Shaping America: U.S. History to 1877*
2. Textbook: *The American Promise: A History of the United States, Vol. I: To 1877*
3. Video Programs: Contained on four CD-ROM discs

Plagiarism

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy the author's words. This results in an automatic "F" for the course. You cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author's words, phrases, sentences must be put in your words, in your way of writing. When you paraphrase your sources, you are demonstrating the ability to comprehend.

Academic Honesty

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the college. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. Your college catalog and the DCCCD catalog contain the entire Student Code of Conduct, which is also on the Internet at http://www.dcccd.edu. Click on Student Services, Code of Student Conduct.

Assignment Calendar

It is crucial to plan out the time you have to complete your NCPACE course so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The *Student Course Guide for Shaping America: United States History To 1877* and this NCPACE Student Materials are your syllabus. They will take you step-by-step through the course for which you enrolled.

In class, professors provide students with due dates for each assignment and exam. Because each command determines its own NCPACE term dates, it is impossible to give due dates. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at his/her personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact (POC) on board for your current semester dates.

Note: The following terms are used in the assignment calendar:

- Student Course Guide: *Student Course Guide for Shaping America: U.S. History to 1877*
- Textbook: *The American Promise: A History of the United States, Vol. I: To 1877*
- Video: Video programs

Weeks		Topics Covered	Your Responsibility
1, 2, 3	Student Course Guide	Lessons 1–6	Read Lessons 1–6; complete the activities
	Textbook	Lessons 1–6 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters.	Read
	Video	Lesson 1: A World Apart Lesson 2: Worlds Transformed Lesson 3: Settling the Southern Colonies Lesson 4: Settling in New England Lesson 5: Diversifying British America Lesson 6: A Distinctive Society	View
Exam #1	Covers Lessons 1–6 of the Student Course Guide, the corresponding textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam		

Weeks		Topics Covered	Your Responsibility
4, 5, 6	Student Course Guide	Lessons 7–12.	Read Lessons 7–12; complete the activities
	Textbook	Lessons 7–12 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters.	Read
	Video	Lesson 7: Making a Revolution Lesson 8: Declaring Independence Lesson 9: Winning Independence Lesson 10: Inventing a Nation Lesson 11: Searching for Stability Lesson 12: A Peaceful Transfer of Power	View
	Type-written Essay #1	Read a "Documenting the American Promise" section in the Textbook (see the possible list provided above in the Writing Instructions section of the syllabus) and answer ALL of the associated "Questions for Analysis and Debate."	Submit the type-written essay when you take Exam #2.
	Type-Written Extra Credit Essay #1	Select one essay topic from the *Enrichment Ideas* sections in the Student Course Guide found in Lessons 1–12.	Submit the extra credit essay when you take Exam #2
Exam #2	Covers Lessons 7–12 of the Student Course Guide, the corresponding textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam		
7, 8, 9	Student Course Guide	Lessons 13–18	Read Lessons 13–18; complete activities
	Textbook	Lessons 13–18 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters.	Read
	Video	Lesson 13: Jefferson's Vision of America Lesson 14: The Market Revolution Lesson 15: A White Man's Democracy Lesson 16: The Slave South Lesson 17: Perfecting America Lesson 18: Moving Westward	View
	Exam 3	Covers Lessons 13–18 in the Student Course Guide and the corresponding textbook pages and video lessons.	Schedule exam with NCPACE POC a few days before taking the exam.
Exam #3	Covers Lessons 13–18 of the Student Course Guide, the corresponding textbook pages, and video programs. Schedule exam with NCPACE POC a few days before taking the exam		

Weeks		Topics Covered	Your Responsibility
10,11,12	Student Course Guide	Lessons 19–26	Read Lessons 19–26; complete the activities
	Textbook	Lessons 19–26 in the Student Course Guide list corresponding chapters or pages in the Textbook. Be sure to read these chapters.	Read
	Video	Lesson 19: Crisis and Compromise Lesson 20: Irrepressible Conflicts Lesson 21: The Union Collapses Lesson 22: And the War Came Lesson 23: Home Fronts Lesson 24: Union Preserved, Freedom Secured Lesson 25: Reconstructing the Nation Lesson 26: Looking Backward, Looking Forward	View
	Type-written Essay #2	Read a "Documenting the American Promise" section in the Textbook (see the possible list provided above in the Writing Instructions section of the syllabus) and answer ALL of the associated "Questions for Analysis and Debate."	Submit the type-written essay when you take Exam #4.
	Type-written Extra Credit Essay #2	Select one essay topic from the *Enrichment Ideas* sections in the Student Course Guide found in Lessons 13–26.	Submit the extra credit essay when you take Exam #4.
Exam #4	Covers Lessons 19–26 of the Student Course Guide, the corresponding textbook pages, and video lessons. Schedule exam with NCPACE POC a few days before taking the exam		

Video Lessons Index

1. **A World Apart**
   By describing Native American cultures in various regions of what eventually became the United States, this video examines how indigenous peoples shaped their societies and what can be learned from enhancing understanding of them.

2. **Worlds Transformed**
   Through the eyes of native people and conquistadors, this video explores the collision of cultures emanating from the voyages of Columbus and other Europeans. It describes Spanish colonization in the Sante Fe area and assesses the lasting impact of Columbian exchange on the world.

3. **Settling the Southern Colonies**
   Failing at Roanoke, the British established permanent colonies at Jamestown and later in the Charleston area. This video examines how the emergence of staple crops, forced labor, and a racial hierarchy shaped the society, economy, and the politics of the region in the seventeenth century.

4. **Settling in New England**
   Religious motivations inspired British settlers at Plymouth and Massachusetts Bay. This video describes the challenges facing pilgrims, Puritans, and native peoples in the region, and we assess the enduring effects of Puritanism in America.

5. **Diversifying British America**
   Ethnic and religious diversity in America took on even broader dimensions in the middle colonies. This video examines the maturation of the northern colonies, analyzes the effects of diversity and growth on the shaping of America.

6. **A Distinctive Society**
   While northern colonies became more diverse in the early eighteenth century, the distinctive nature of a slave society began to characterize the southern colonies. This video examines the slave trade, the conditions of slave labor, the emergence of an African American culture, and the effects of slavery on southern society. In addition, it considers to what extent an "American" identity had emerged by 1760.

7. **Making a Revolution**
   Between 1754 and 1774, a series of events, decisions, and choices moved the colonies toward a revolution. By considering the ingredients necessary to make a revolution and how the American experience fits into this framework, this video examines how and why the Americans were near the breaking point by the mid-1770s.

8. **Declaring Independence**
   More than a year after the military engagement began at Lexington and Concord; American political leaders formalized the revolution against British authority. This video analyzes the purpose and meaning of the Declaration of Independence, it considers why this document comes to be revered as the seminal statement of American ideals.

9. **Winning Independence**
   Declaring independence was one thing, actually winning it was another. This video examines the military aspects of the American Revolution, how the war affected the American people, why the Americans won, and the enduring effects of that victory.

10. **Inventing a Nation**
    Having won independence, the American people now grappled with the process of nation-building. Among the challenges facing that generation was the persistent issue of distributing political power among individuals, states, and the national government. This video explores how and why they adopted the Constitution which still provides the legal framework for the nation.

11. **Searching for Stability**
    The state of the nation in 1789 begged for signs of stability. This video examines how the political leadership of George Washington and the economic plan of Alexander Hamilton shaped the United States in the 1790s—and for generations afterwards.

12. **A Peaceful Transfer of Power**
    While Washington and Hamilton had laid foundations of stability, internal and external conflicts continued to disrupt the nation. This video analyzes how, out of turmoil, important precedents became established, including the acceptance by the revolutionary generation of a peaceful transfer of power.

13. **Jefferson's Vision of America**
    Thomas Jefferson's inauguration as president in 1801 represented a significant transfer of power as well as vision about the future of America. As Jefferson and the nation increasingly looked westward, this video explores what this meant in terms of territorial expansion, relations with American Indians, and the emerging conflicts between nationalism and sectionalism.

14. **The Market Revolution**
    Both Hamilton's and Jefferson's visions of America began to take shape in the North and West during the 1820s and 1830s. This video examines how a market revolution spurred on by new developments in transportation, manufacturing, and farming set in motion changes which would affect the American people for generations to come.

15. **A White Man's Democracy**
    Andrew Jackson, the first president from west of the Appalachian Mountains, mirrored the changing American society and became a symbol of the times. This video analyzes the emergence of Jackson, his decisions regarding nullification, the national bank, Indian removal, and the limits of democracy during that era.

16. **The Slave South**
    While the North continued to diversify, the spread of the slave system marked the South's expansion westward. This video examines the changing nature of slavery, its effects on blacks and whites, how slaves coped, and how the institution of slavery challenged the future of the nation.

17. **Perfecting America**
    The idea was not new, but during the 1830s and 1840s, a surge in religious enthusiasm compelled reformers to try to perfect America. This video examines religious and social

reform movements, including abolition and women's rights; it assesses the effects of these developments on the shaping of America.

18. Moving Westward
By the 1840s, the westward movement of the American people had brought them once again into territory claimed by other people and other nations. This video analyzes the "Manifest Destiny" of the United States, as the nation annexes Texas, acquires the Oregon territory, and forces Mexico to cede California and the southwest as a result of war.

19. Crisis and Compromise
Perceptive observers were wary of the state of the union after the war with Mexico. What John C. Calhoun called "forbidden fruit" was referred to as "poison" by essayist Ralph Waldo Emerson. This video examines the issues provoking a national crisis, the process of dealing with the crisis, and the meaning of the compromise reached in 1850.

20. Irrepressible Conflicts
The persistence of slavery dashed any hopes that the compromise of 1850 might settle sectional differences between the North and South. As the abolitionists and the slave catchers dramatized the moral issue involved, this video analyzes how the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision led to irrepressible conflicts.

21. The Union Collapses
Even though the Supreme Court ruled that slaves were property and could be taken anywhere, those opposed to this view continued to press their case. This video examines the emergence of Abraham Lincoln, the raid on Harpers Ferry, the election of 1860, and the decision for secession. Was the Civil War inevitable?

22. And the War Came
When Confederate troops made war by firing upon Fort Sumter, the very survival of the United States was at stake. This video examines why each side was fighting and assess their relative strengths and weaknesses. It describes the major military developments in 1861–62 and analyzes what this indicated about the nature of the conflict.

23. Home Fronts
By 1862, it was clear that the effects of the Civil War reached far beyond the battlefields. Using the Shenandoah Valley as a setting, this video describes what life was like on the northern and southern home fronts. It also analyzes how Lincoln's issuance of the Emancipation Proclamation changed the nature of the war.

24. Union Preserved, Freedom Secured
Beginning with the battles of Vicksburg and Gettysburg, this video describes and analyzes the major military operations of the final two years of the Civil War. It assesses the reasons for the Union's victory, the place of Abraham Lincoln in U.S. history, and how the Civil War shaped America.

25. Reconstructing the Nation
When the Civil War ended, there was hope that this "second American Revolution" would provide a new birth of freedom for the American people. As this video assesses the successes and failures of Reconstruction, it considers why the Reconstruction era ended with a revolution only half accomplished.

26. Looking Backward, Looking Forward

Using the U.S. Centennial as an occasion for reflection, this video assesses the state of the nation in 1876 and discusses the themes that have been tracked throughout this course: freedom and equality, race and identity, and gender and ethnicity. Finally, our distinguished experts share with us what they believe we should learn from our study of American history.

A DCCCD distance learning course adapted exclusively for delivery to the Navy College Program for Afloat College Education (NCPACE)
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