



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: HIS 2000 United States History to 1865

Date: Fall 2023

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:	<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
	<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
	<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to give students an understanding of the history of the United States to 1865. It does this through a consideration of: European background, Native American cultures, the Age of Exploration and Colonization, the American Revolution, the Articles of Confederation and the Constitution, Jeffersonian Democracy, Jacksonian Democracy, the trans-Atlantic slave trade, the coming of the Civil War, and Reconstruction. IAI Equivalent: S2-900.

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

Course topics may include the following:

- What is History & Thinking Historically & Source Discussion
- 1491 America
- 1491 Europe
- Columbian Exchange & the Atlantic World
- Native American Societies Before European Colonization
- Spanish & French Colonization
- The British & Models of Settlement: The Chesapeake
- The New England Colonies
- The Caribbean Colonies
- Slavery in the Early Colonies
- Restoration and Proprietary Colonies
- Transition—the late 17th Century
- Culture and Society in the 18th Century
- African Americans in the Colonial Era
- Trans-Atlantic Slave Trade
- Contest for Empire: The Seven Years' Wars
- The Beginnings of Resistance
- Patriots vs. Loyalists
- The Revolutionary War Itself
- The “Radicalism” of the American Revolution—Just how Revolutionary was it?
- The Constitution: Version 1.0
- The Movement for Constitutional Reform: Version 2.0
- The Search for Stability in the New Republic
- Federalists vs. Jeffersonians- the 1st Political Parties in America
- Early Problems in the New Republic
- A Contradiction in the Presidency, TJ
- The War of 1812
- Consequences of the War: The Era of Good Feelings
- “New” Democracy=Jacksonian Democracy?
- The Expanding Republic: A Variety of Revolutions
- The Louisiana Territory
- Jackson and the Indian Territories
- Changing Landscapes: Northern and Southern Societies
- Slavery in Southern States
- Cultural Shifts—The 2nd Great Awakening
- Reform, Abolition, Dred Scott
- The Compromise of 1850
- Manifest Destiny
- The Mexican-American War
- Growing Sectionalism
- Secession of Southern States
- A House Divided
- The Civil War
- Winning the War & Securing the Peace

INSTRUCTIONAL METHODS:

Instructional methods may include:

Lecture
Discussion
Videos
Question and answer sessions
Simulations & Debates
Group Work
Individual instruction and counseling
In class writing
Out of class writing

EVALUATION OF STUDENT ACHIEVEMENT:

Methods of Evaluation may include:

Written Exams
Quizzes
Papers
Class attendance
Graded Class participation and discussion
Simulations
Group/Individual Projects

INSTRUCTIONAL MATERIALS:

Textbooks

Keene, Jennifer D., et. al., *Visions of America: A History of the United States*. Vol. I To 1877, (Prentice Hall, most recent edition).
Montoya, Maria, et al. *Global Americans: A History of the United States*. Vol. 1. (Cengage, most recent edition).
Various Primary Sources

Resources

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Upon completion of the course, the student will be able to:

Outcome #1: Identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.

Competency 1.1: Students will learn to identify key historical trends.

Competency 1.2: Students will learn how individual actions and historical trends are inter-related.

Competency 1.3: Students will understand and appreciate the multiple- cause and effect relationships of historical trends and events.

Competency 1.4: Students will learn to critically examine and place historical events, people, ideas and trends into a larger historical context.

Competency 1.5: Students will be able to demonstrate their understanding of how the past influences the present.

Outcome #2: Examine historical ideals and concepts both through writing and orally.

Competency 2.1: Students will be required to use and develop critical thinking skills.

Competency 2.2: Students will gain an understanding of historical analysis.

Competency 2.3: Students will be required to evaluate circumstances and events within the context of the times and the present.

Competency 2.4: Students will gain an ability to organize historical concepts.

Outcome #3: Explore the cultural diversity of American society both historically and in the present.

Competency 3.1: Students will come to realize that people who lived in the United States, for the most part, were immigrants or are decedents of immigrants.

Competency 3.2: Students will recognize and understand how diverse groups have been treated and perceived throughout history.

Competency 3.3: Students will recognize how and why cultural attitudes toward different groups have changed over time.

Competency 3.4: Students will gain an awareness of the historical roots and problems of intolerance, racism and bigotry.

Competency 3.5: Students will gain a historical appreciation for the contributions and perspectives of diverse members of society.

Competency 3.6: Student will be able to place their own lives within the context of the cultural diversity and history of the United States.

Outcome #4: Describe various perspectives of United States history.

Competency 4.1: Students will understand the idea that history is a scholarly interpretation of the past.

Competency 4.2: Students will realize historical interpretations change over time.

Competency 4.3: Students will understand why historical interpretations change.

Competency 4.4: Students will be to think critically and explain why some historical interpretations are more convincing than others.

Outcome #5: Analyze various primary, secondary, and scholarly historical sources.

Competency 5.1: Students will be able to explain the difference between primary and secondary historical sources.

Competency 5.2: Students will be able to identify a diversity of important historical sources.

Competency 5.3: Students will be able to historically analyze documents.

Competency 5.4: Students will be able to recognize the historical bias of documents.