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: ☑ Lecture 3 Contact Hours (1 contact = 1 credit hour)
□ Seminar 0 Contact Hours (1 contact = 1 credit hour)
□ Lab 0 Contact Hours (2-3 contact = 1 credit hour)
□ 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.
COURSE TOPICS AND CONTENT REQUIREMENTS:
Course topics may include the following:

- What is History & Thinking Historically & Source Discussion
- 1491 America
- 1491 Europe
- Colombian 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
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.