COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1624: United States History to 1865

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing.
4. Co-requisites (Course discipline/number): None

This course begins in the pre-Columbian Americas with a discussion of American-Indian migration, settlement, culture, language groups, and civilizations. It is followed by a section dealing with contact between European and Native American peoples, European colonization, and the various battles for continental supremacy. The American War for Independence, the construction of the new nation, and the era of Jacksonian Democracy make up the third portion of the course. Finally, the topics of territorial expansion, immigration, slavery, and the Civil War’s causes and results round out the course.

B. DATE LAST REVISED (Month, year): March, 2006

C. OUTLINE OF MAJOR CONTENT AREAS:
UNIT ONE: North America pre-Columbus to 1650
Section One-American Indians Before European Contact
Section Two-European Contact
Section Three-Colonies in North America 1580-1640

UNIT TWO: Control of the Continent
Section Four-The Struggle for Control 1640-1763
Section Five-Colonial Discontent and the American War for Independence
Section Six-The New US Republic 1781-1800

UNIT THREE: Early America
Section Seven-The Jeffersonian Republic 1800-1828
Section Eight-The Age of Andrew Jackson
Section Nine-The Changing Face and Culture of America

UNIT FOUR: The Jacksonian Era to the end of the Civil War
Section Ten-Expansion, War, and Slavery
Section Eleven-The Building Crisis 1846-1861
Section Twelve-The Civil War

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: Students will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
LEARNING OUTCOMES (MNCT): Continued...
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues

Goal 7/Human Diversity: The student will be able to:
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity

METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Essay and Objective tests
2. Written assignments
3. Classroom discussion
4. Attendance

SPECIAL INFORMATION (if any): None