

# **COURSE OUTLINE**

## **HIST-111**

### **American History to 1877**

3 Semester Hours

## **HOWARD COMMUNITY COLLEGE**

### **Description**

As a result of having taken this course, the student will be able to describe the major political, diplomatic, economic, and social developments from the fifteenth century through the Reconstruction period. In particular, the student will study the Red, Black and White cultures of pre-Revolutionary America; the American Revolution and the development of American republicanism; the Transportation Revolution and the emergence of a market economy; territorial expansion and wars; 1783-1860; antebellum reformers; Civil War, 1861-1865; Reconstruction, 1865-1877. Prerequisite: Eligible to enroll in ENGL-121. (3 hours weekly)

A liberal education prepares students to lead ethical, productive, and creative lives and to understand how the pursuit of lifelong learning and critical thinking fosters good citizenship. General education courses form the core of a liberal education within the higher education curriculum and provide a coherent intellectual experience for all students by introducing the fundamental concepts and methods of inquiry in the areas of mathematics, the physical and natural sciences, the social sciences, the arts and the humanities, and composition. This course is part of the general education core experience at Howard Community College.

### **Overall Course Objectives**

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

1. Compare and contrast the political, economic, social and cultural characteristics of the Native-American, West African and English societies around 1600.
2. Explain how Colonial American Society was a cultural blend of Red, White and Black values.
3. Examine the origins and development of the Spanish, French, and European colonies in North America in the sixteenth, seventeenth and eighteenth centuries.
4. Compare and contrast the political, economic, religious, social and cultural characteristics of the New England and Chesapeake colonies from 1607-1720.
5. Examine the diversity of the European ethnic and religious groups which entered the middle colonies in America in the early eighteenth century and brought a more pietistic, religious flavor to the colonies.
6. Discuss economic developments in the English colonies in the eighteenth century and examine their major trading relationships with the West Indies and Western Europe.
7. Examine whether the seventeenth and eighteenth centuries were a "golden age" for women in colonial America.
8. Trace the major events leading up to the American Revolution from 1763 through 1776.
9. Examine the basic ideological and constitutional differences between the British and the colonists concerning (a) the nature of representative government and (b) the nature of political power.
10. Critically analyze whether the American Revolution was a "conservative" or a "radical" revolution.
11. Examine the weaknesses of the Confederation government (1781-1789) and the events leading to the writing of a new constitution in 1789.
12. Critically examine the structure of the New Constitution of 1787.
13. Examine whether or not the founding fathers were motivated by economic or political motives.
14. Examine the ideological differences between Hamilton and Jefferson as regards how the Constitution should be interpreted.

15. Examine how political parties were accidents of history which emerged during the presidency of George Washington.
16. Examine the rise of the strong Presidency as reflected in the successes and failures of Presidents Washington, Jefferson, Jackson, Polk and Lincoln.
17. Examine the impact of the transportation and communication revolutions on the economic development of American society.
18. Identify the characteristics of a market economy and discuss the factors that contributed to the rise of manufacturing in the United States between 1800 and 1860.
19. Examine the diverse society which had emerged in America from 1820-1860. These include: new religious group from the second Great Awakening, education and social reformers, urban dwellers, German and Irish Catholic immigrants, and abolitionists.
20. Compare and contrast the diplomatic relations of the United States with Spain, Mexico, France and England in the years from 1783-1860.
21. Describe the political circumstances and boundary changes that took place in America from 1783-1860.
22. Define Manifest Destiny. Examine the controversial origins of the Mexican War.
23. Critically analyze the major events leading to the Civil War.
24. Examine President Lincoln's conduct in "managing" the Civil War.
25. Critically analyze the reasons why the Confederacy lost the Civil War.
26. Summarize the successes and failures of the Reconstruction Era, 1865-1877 and explain why it was one of the most controversial periods in our country's history.
27. Demonstrate active listening skills by objectively restating, in his/her own words, material which has been verbally transmitted.
28. Demonstrate the physical ability to speak effectively so that the receiver(s) can understand. This will include diction, pronunciation, enunciation, pace, pitch, and volume.
29. Communicate an abstract or concrete idea so that the receiver(s) clearly perceives the intended message.
30. Effectively deliver a formal oral presentation in front of a group.
31. Demonstrate the ability to communicate using appropriate language.

## **Major Topics**

- I. Colonial America: From Settlement to Revolution, 1400-1775
- II. America as an Emergent Nation, 1775-1850
- III. Social and Economic Changes, 1800-1860
- IV. Civil War and Reconstruction, 1865-1877

## **Course Requirements**

### **Grading/Exams:**

Specific writing assignments will be determined by the individual faculty member but will require at least 2,500 words of formal writing. The papers required are intended to communicate with a specific audience and meet the minimum standards of proficiency. At least three exams will be required. Periodically students will use writing in class as a means to learn, to integrate information, to review what they have learned, to review what they have learned, and to clarify their response to assigned works.

## **Other Course Information**

This course is a Social Science elective and an Arts and Science elective. This course fulfills the cultural diversity requirement.