

COURSE OUTLINE

HIST-200 History of Maryland 3 Semester Hours

HOWARD COMMUNITY COLLEGE

Description

As a result of having taken this course, the student will be able to describe and critically evaluate the major developments in the history of Maryland and Howard County from colonial times to the present. The student will also be able to examine the major primary source materials used in the study of local history. Prerequisite: ENGL-121. (3 hours weekly)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. Discuss the tensions in England and the new world surrounding the origins of Maryland in the early seventeenth century.
2. Discuss the fluctuating population, social, and economic trends in seventeenth century Maryland.
3. Discuss the origins and development of the Afro-American family in Maryland from the 1660s to the 1700s.
4. Describe the political structure of eighteenth century Maryland and analyze the issues dividing the proprietor and the Assembly.
5. Critically examine the events leading up to the American Revolution in Maryland from 1753 to 1771. Be sure to consider the class conflicts which existed in Maryland during this period which were eventually controlled by the more conservative elements.
6. Describe the problems faced by Marylanders during the Confederation period (1776-1789).
7. Discuss the issues which divided Marylanders who supported and opposed the new U.S. Constitution of 1787.
8. Examine the political parties which dominated Maryland politics from 1789 through the Civil War.
9. Examine the development of the transportation system in Maryland in the years from 1800 to 1860.
10. Examine the role of Maryland in the War of 1812.
11. Examine the conflicting loyalties of unionists and secessionists in the loyal but divided state of Maryland during the Civil War.
12. Examine why Maryland was a reluctant emancipator of slaves during the Civil War.
13. Describe Maryland's industrial, urban and immigration developments during the years 1870-1920.
14. Examine how Maryland was affected by two World Wars in the twentieth century.
15. Describe the shifting currents in race relations in Maryland from 1864 to the present.
16. Critically examine why Maryland has traditionally been a Democratic state (though not in Presidential elections) from 1865 to the present.
17. Discuss the major political, economic and social trends in Maryland since the end of World War II.

18. Describe the development of upper Anne Arundel County (Howard County) in the eighteenth century.
19. Examine the roles of Charles Carroll and Rezin Hammond in the American Revolution.
20. Examine the development of Elkridge and Ellicott City in the late eighteenth century.
21. Describe the transportation system of roads, waterways, and railroads in the economic development of Howard County in the 1850s.
22. Explain why Howard County became a separate county in 1851.
23. Analyze the major events in the history of Howard County since the Civil War.
24. Critically examine race relations in Howard County since the Civil War.
25. Critically examine the role of the planned city of Columbia in changing the character of Howard County since the middle 1960s.

Major Topics

- I. Origins of Maryland, 1634-1690
- II. Maryland in the Eighteenth Century
- III. Maryland in the Nineteenth Century
- IV. Maryland in the years 1865-1990
- V. Howard County History, 1770 to the present

Course Requirements

Grading/Exams:

Grading procedures will be determined by the individual faculty member but will include the following:

1. Final grades will be calculated on the basis of unit exams which include take home essays, in-class essays and multiple choice questions.

Writing

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.