

# ILLINOIS VALLEY COMMUNITY COLLEGE



## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts Social Sciences

**COURSE:** HIS 2000-United States History to 1865

Date: 12/01/10

Credit Hours: 3

Prerequisite(s): None

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 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input type="checkbox"/> Blended	

Offered:  Fall  Spring  Summer

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: H2904

### CATALOG DESCRIPTION:

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, the Age of Exploration and Colonization, the American Revolution, the Articles of Confederation and the Constitution, Jeffersonian Democracy, Jacksonian Democracy, the coming of the Civil War, and Reconstruction.

## GENERAL EDUCATION GOALS ADDRESSED

*[See the last page of this form for more information.]*

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

*[Choose those goals that apply to this course.]*

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals.]*

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

**Outcome #1: Students will be able to 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: Students will be able to 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: Students will learn to understand and appreciate 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: Students will be introduced to 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: Students will be introduced to 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.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

- What is History & Thinking Historically & Source Discussion
- 1491 America
- 1491 Europe
- Colombian Exchange & the Atlantic World
- Spanish & French Colonization
- The British & Models of Settlement: The Chesapeake
- The New England Colonies
- The Caribbean Colonies
- Restoration and Proprietary Colonies
- Transition—the late 17<sup>th</sup> C
- Culture and Society in the 18<sup>th</sup> C
- African Americans in the Colonial Era
- 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 1<sup>st</sup> 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
- Changing Landscapes: Northern and Southern Societies
- Cultural Shifts—The 2<sup>nd</sup> Great Awakening, Reform, & Abolitionism
- Manifest Destiny
- The Mexican-American War
- Growing Sectionalism
- A House Divided
- Winning the War & Securing the Peace

**INSTRUCTIONAL METHODS:**

Lecture

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

**INSTRUCTIONAL MATERIALS:**

Keene, Jennifer D., et. al., *Visions of America: A History of the United States*. Vol. I To 1877, (Prentice Hall, 2010).

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

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

**OTHER REFERENCES**

### Course Competency/Assessment Methods Matrix

<b>HIS 2000 – United States History to 1865</b>	<b>Assessment Options</b>																																	
For each competency/outcome place an “X” below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
Outcome #1: Students will be able to identify significant events, people, ideas and historical trends that have shaped United States History, socially, culturally and politically.			X					X	X						X														X	X			X	X
Competency 1.1: Students will learn to identify key historical trends.			X					X	X					X															X	X			X	X
Competency 1.2: Students will learn how individual actions and historical trends are inter-related.			X					X	X					X															X	X			X	X
Competency 1.3: Students will understand and appreciate the multiple- cause and effect relationships of historical trends and events.			X					X	X					X															X	X			X	X
Competency 1.4: Students will learn to critically examine and place historical events, people, ideas and trends into a larger historical context.			X					X	X					X															X	X			X	X
Competency 1.5: Students will be able to demonstrate their understanding of how the past influences the present.			X					X	X					X															X	X			X	X
Outcome #2: Students will be able to examine historical ideals and concepts both through writing and orally.			X					X	X					X															X	X			X	X

**HIS 2000 – United States History to 1865**

**Assessment Options**

<p>For each competency/outcome place an “X” below the method of assessment to be used.</p>	Assessment of Student Learning																																
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	<p>Direct/ Indirect</p>	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
Competency 2.1: Students will be required to use and develop critical thinking skills.	D			X				X	X					X															X	X		X	X
Competency 2.2: Students will gain an understanding of historical analysis.	D			X				X	X					X															X	X		X	X
Competency 2.3: Students will be required to evaluate circumstances and events within the context of the times and the present.	D			X				X	X					X														X	X		X	X	
Competency 2.4: Students will gain an ability to organize historical concepts.	D			X				X	X					X														X	X		X	X	
Outcome #3: Students will learn to understand and appreciate the cultural diversity of American society both historically and in the present.	D			X				X	X					X														X	X		X	X	
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.	D			X				X	X					X														X	X		X	X	
Competency 3.2: Students will recognize and understand how diverse groups have been treated and perceived throughout history.	D			X				X	X					X														X	X		X	X	
Competency 3.3: Students will recognize how and why cultural attitudes toward different groups have changed over time.	D			X				X	X					X														X	X		X	X	
Competency 3.4: Students will gain an	D			X				X	X					X														X	X		X	X	

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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.			X				X	X				X															X	X		X	X
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.			X				X	X				X															X	X		X	X
Outcome #4: Students will be introduced to various perspectives of United States history.			X				X	X				X															X	X		X	X
Competency 4.1: Students will understand the idea that history is a scholarly interpretation of the past.			X				X	X				X															X	X		X	X
Competency 4.2: Students will realize historical interpretations change over time.			X				X	X				X															X	X		X	X
Competency 4.3: Students will understand why historical interpretations change.			X				X	X				X															X	X		X	X
Competency 4.4: Students will be to think critically and explain why some historical interpretations are more convincing than others.			X				X	X				X															X	X		X	X
Outcome #5: Students will be introduced to scholarly historical sources.			X				X	X				X															X	X		X	X
Competency 5.1: Students will be able to explain			X				X	X				X															X	X		X	X



HIS 2000 – United States History to 1865	Assessment Options																															
For each competency/outcome place an “X” below the method of assessment to be used.	<b>Assessment of Student Learning</b>	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
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Competency 5.3: Students will be able to historically analyze documents.			X				X	X					X													X	X	X	X			
Competency 5.4: Students will be able to recognize the historical bias of documents.			X				X	X					X												X	X	X	X				