HST 1114: United States History I, to 1877

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None

This is a survey of American history from the colonial era to 1877. It covers pre-contact America; the interaction of American, African, and European peoples during exploration and colonization; the development of new blended cultures; the growth of unfree labor; the role of war in early America; the founding of a new nation; early attempts to construct a national identity, and growth of cultural tensions leading to the Civil War and Reconstruction. It includes discussions of the increasingly diverse makeup of the American population and emphasizes the development of analytical skills focusing on reading, oral presentation, and writing. [Core Curriculum Goal Area(s) 5 & 7]

B. COURSE EFFECTIVE DATES: 09/03/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Colonial Unrest and American Revolution
2. Establishing the New Nation
3. Western Expansion
4. Market Revolution
5. Jacksonian Democracy
6. Antebellum Culture and Society in the North and South
7. Native America and Contact
8. European Colonization
9. African Migration and Settlement
10. Native American and European Interactions
11. Life in the Colonies
12. The Civil War

D. LEARNING OUTCOMES (General)

1. recognize and examine the key people, events, and social processes that shaped American history through the Civil War. In doing so, students will empathize with the diverse perspectives of the cultural groups that have shaped American history, especially those groups that were marginalized by historical social structures and institutions.
2. develop critical thinking, speaking, reading, and writing skills. They will analyze and evaluate the interpretations of past events found in primary and secondary sources and formulate their own interpretations in writing and discussion. In doing so, the students will both evaluate historical significance and create their own explanations of historical causation.
3. in both writing and discussion, students will describe and compare the cultural identities and experiences of the diverse peoples who have shaped American history. In doing so, students will examine how and why these cultural perspectives have both changed over time and contributed to America’s political, social, and economic systems.

4. construct sound historical arguments. They will learn the research and argumentation skills that historians use to interpret the past.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

Goal 07 - Human Diversity
1. Understand the development of and the changing meanings of group identities in the United States' history and culture.

Goal 05 - Hist/Soc/Behav Sci
1. Examine social institutions and processes across a range of historical periods and cultures.

Goal 07 - Human Diversity
1. 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.
2. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal 05 - Hist/Soc/Behav Sci
1. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 07 - Human Diversity
1. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted