

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Terry Campus

DEPARTMENT: Social Sciences

COURSE: HIS 111 United States History: Pre-Civil War

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: ENG 051, RDG 051

CO-REQUISITES: None

COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:
This course is a survey of colonial America and United States history through 1877. The course covers political, social, cultural, and economic factors that shaped the pattern of life in the United States through the period of Reconstruction.

TEXT: Bailey, T., Kennedy, D. The American Pageant Vol. I. 14th ED., ITP

MATERIALS: None

METHOD of INSTRUCTION: Campus Classroom

MANUALS: None

DISCLAIMER: None

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Name and describe the major types of evidence used in doing historical research. (CCC 1, 2, 9).
2. Explain the importance of major philosophers, political thought and documents which became the foundation of our nation. (CCC 1, 2, 8).
3. Elaborate upon the events which led to the Revolutionary War. (CCC 1, 2, 8).
4. Discuss the importance of the Constitutional Convention and the Constitution in determining the future of the United States. (CCC 1, 2)
5. Discuss the beliefs, attitudes and behaviors of European explorers toward indigenous inhabitants of North America. (CCC 1, 2)
6. Learn the structure of the English Colonial system established in North America. (CCC 2, 8)
7. Describe the effects of American expansionism, slavery, and industrial development on the groups impacted by these activities. (CCC 1, 2, 8)
8. Analyze the "uneasy alliance" among political, economic, and nationalistic values which emerged in the early 19th century. (CCC 2, 8)
9. Assess key factors which moved the nation toward civil war. (CCC 2)
10. Use intellectual skills such as reading, writing, analysis and synthesis to gain an understanding of history. (CCC 1, 2, 9)
11. Describe the benefits of studying history as a means of organizing and understanding the forces that influence people. (CCC 1, 2, 8)

MEASURABLE PERFORMANCE OBJECTIVES

1. Name and describe the major types of evidence used in doing historical research.
 - 1.1 *Identify the major research techniques used to study history.*
 - 1.2 *Recognize and/or describe each of these types of research.*
 - 1.3 *Select which method would be appropriate in a sample situation.*

2. Explain the importance of major philosophers, political thought and documents which became the foundation of our nation.
 - 2.1 *Identify the major philosophers whose ideas shaped early American democracy.*
 - 2.2 *Identify and/or list and describe the major political documents which formed the basis for our nation.*
 - 2.3 *Explain the early theories of government and the compromises that Emerged.*
3. Elaborate upon the events which led to the Revolutionary War.
 - 3.1 *Identify the major events, which lead to the Revolutionary War*
 - 3.2 *Recognize and/or summarize the views of the British, French, Colonists and Native Americans*
 - 3.3 *Identify and/or describe events that were turning points during the War*
 - 3.4 *Analyze each side (3.2) for its strengths and weaknesses.*
4. Discuss the importance of the Constitutional Convention and the Constitution in determining the future of the United States.
 - 4.1 *Identify and/or list basic factors which created the need for a Constitutional Convention.*
 - 4.2 *Explain the Constitution's importance and why it's called a living document.*
 - 4.3 *Identify and/or discuss events related to the Constitution that changed the course of American history*
5. Discuss the beliefs, attitudes and behaviors of European explorers toward indigenous inhabitants of North America.
 - 5.1 *Identify and/or list the countries that sent explorers to the new world*
 - 5.2 *Identify specific explorers; the reasons for their explorations, and the outcomes of their exploits*
 - 5.3 *Illustrate your understanding by contrasting the treatment of indigenous people by the various exploring groups.*
6. Learn the structure of the English Colonial system established in North America.
 - 6.1 *Explain the meaning of the English Colonial System*
 - 6.2 *State the purpose and success of this system*
 - 6.3 *Discuss the ultimate failure of this system*

7. Describe the effects of American expansionism, slavery, and industrial development on the groups impacted by these activities.
 - 7.1 *Explain the series of events known as American expansionism, slavery and Industrial development*
 - 7.2 *Identify the various groups impacted by 7.1*
 - 7.3 *Discuss how each group was impacted.*

8. Analyze the "uneasy alliance" among political, economic, and nationalistic values which emerged in the early 19th century.
 - 8.1 *Explain what is meant by an "uneasy alliance"*
 - 8.2 *Identify major alliances and how they affected political, economic and nationalistic values*

9. Analyze key factors which moved the nation toward Civil War.
 - 9.1 *Identify major events which moved the nation towards Civil War*
 - 9.2 *Identify and/or discuss the major issues and philosophical differences, which moved the nation towards Civil War.*
 - 9.3 *Identify and/or discuss major personalities who contributed to the nation's movement toward Civil War.*
 - 9.4 *Discuss the Civil War and the impact on the Nation.*

10. Use intellectual skills such as reading, writing, analysis and synthesis to gain an understanding of history.
 - 10.1 *Participate in classroom activities and assignments*
 - 10.2 *Complete writing assignments as assigned by the instructor*

11. Describe the benefits of studying history as a means of organizing and understanding the forces that influence people.
 - 11.1 *Relate historical events to a current problem or issue.*
 - 11.2 *Describe how problems of the past can contribute to solutions in the future.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

Examinations

75%

(MPO 1-9)

There will be three examinations in the course that will average to 75% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Written project and classroom activities

1. Paper 15%
(CCPO 3,4,5,6,7,8,or 9)

Following the instructions of your instructor, you will choose a course objective from # 3, 4, 5, 6, 7, 8, or 9 and research and write a paper about the subject matter in the CCPO that you selected. The paper will be a minimum of 3-4 content pages and be typed, double spaced with 1-inch margins and a font of 12. You will also include a title page and a list of references. You must use a minimum of 3 references, not to include dictionaries or encyclopedia. Your instructor must pre-approve any reference that you select from the internet.

2. Homework/In-class assignments 10%
(MPO 1-11)

You will be expected to complete several homework and/or in-class assignments relevant to the chapters. These may include but not be limited to text-based activities, instructor handouts, and small group activities, and one or more web-based activities. Your instructor will provide specific information about these.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.