



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

Course Number	Course Title	Credits
<b>HIS 105</b>	<b>United States History to 1865</b>	<b>3</b>
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
<b>3</b>	<b>None</b>	<b>Fall 2022</b>

### Catalog description:

Surveys the American past to 1865 with emphasis on historical process. Topics covered include: Colonial settlement and society, Revolution and Constitution, emergence of political parties, economic growth, Jacksonian Democracy, slavery, Manifest Destiny, gender, and the Civil War.

**General Education Category:**  
**Goal 7: Historical Perspective**  
**Goal 6: Humanities**

**Course coordinator:**  
**Dr. Craig R. Coenen, x3533, coenenc@mccc.edu**

### Required texts & Other materials:

Foner, Eric, *Give Me Liberty*. Vol 1. 6<sup>th</sup> Edition, NY: W.W. Norton, 2020.

Foner, Eric, ed. *Voices of Freedom*. Vol 1. 6<sup>th</sup> Edition, NY: W.W. Norton, 2020.

### Course Student Learning Outcomes (SLO):

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

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
4. to identify major personalities of American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
5. to describe major movements, trends, and developments of American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual

and aesthetic thought, etc.) behind the major movements, trends, and developments of American History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Units of study in detail – Unit Student Learning Outcomes:**

**Units of Study in Detail.** The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer's United States history survey courses.

#### **Unit I: Colonial America, 1600-1783 [SLO 1-7]**

##### **1. Early American Settlements**

Learning Objectives: *The student will be able to*

- Describe the origins and early development of Native American settlements on the Western Hemisphere
- Analyze the impact of early European explorers and settlements on Native Americans.
- Understand the background to British history that led to their settlement in North America.
- Explain the regional differences in settlements in North America.
- Compare and contrast the social, economic, and political values of the Massachusetts Bay and Virginia Colonies.

##### **2. Colonial Life, Religion, and Economics**

Learning Objectives: *The student will be able to*

- Describe the role of women and the family in Colonial life.
- Explain the origins of Colonial labor systems.
- Assess the impact of religion of daily life.
- Understand how the British administered their colonies.

- Evaluate the growth of capitalism in the colonies and its social and political significance.
- Understand the importance of immigration and westward expansion.
- Analyze slavery's economic significance.
- Describe the Great Awakening.

### 3. Colonial Wars and the Slave Trade

Learning Objectives: *The student will be able to*

- Understand the cause and results of wars with Native Americans.
- Assess European conflicts and their impact on the colonies.
- Analyze Colonists' viewpoints on objectives in colonial wars.
- Compare and contrast the French and Indian War with other Colonial Wars
- Evaluate the results of the French and Indian War on the colonies.
- Describe the Slave Trade and its human toll.

### 4. Prelude to the American Revolution

Learning Objectives: *The student will be able to*

- Describe the long- and short-term causes of the American Revolution.
- Assess the role of the Enlightenment and capitalism in making Colonists move toward more radical means to improve their lives.
- Compare and contrast British Parliament's treatment of those in the British Isles and American Colonies.
- Understand the specific measures taken by colonists to oppose British policies.
- Explain why many Colonists continued to support the British.
- Assess the role of women and minorities in the making of the Revolution.

### 5. The American Revolution

Learning Objectives: *The student will be able to*

- Describe the significance of the major battles of the Revolutionary War.
- Evaluate the ideas behind the revolution and how well they were carried out.
- Assess the role of women, slaves, and other minorities at home and on the front during the American Revolution.
- Analyze the Declaration of Independence in historical context.
- Explain why some Americans refused to support the revolution.
- Compare and Contrast State Constitutions.
- Describe how and why the Americans won their independence.

## Unit II: The Early Republic, 1783-1832 [SLO 1-7]

### 6. Confederation and the Constitution, 1783-1789

Learning Objectives: *The student will be able to*

- Understand why the founders created the Articles of Confederation.
- Explain why the Articles of Confederation failed to meet the political and economic needs of the new nation.
- Assess how the lack of political and economic controls led to social unrest during the 1780s.
- Describe and evaluate the types of men who met at the Constitutional Convention.
- Compare and Contrast the Constitution with the Articles of Confederation.
- Analyze the various debates at the Constitutional Convention, leading to the Great Compromise.
- Identify who supported and who opposed the Constitution and why.

- Describe the Ratification process.

## **7. The Federalist Era and the Revolution of 1800**

Learning Objectives: *The student will be able to*

- Analyze the meaning of the Bill of Rights in 1791 and throughout American History.
- Describe Hamilton's report on finances and its significance to the new nation.
- Compare and contrast Hamilton and Jefferson's interpretation of the Constitution.
- Understand the effects of foreign affairs on America.
- Explain the significance of the Whiskey Rebellion and the rise of Democratic Societies.
- Assess the impact of the Quasi War with France, with particular reference made to the Alien and Sedition Acts and the Kentucky and Virginia Resolutions.
- Understand why the election of 1800 has been dubbed the Revolution of 1800.

## **8. The Second War of Independence: the causes and course of the War of 1812**

Learning Objectives: *The student will be able to*

- Compare and contrast Jefferson's ideals with his actions as president.
- Describe the impact of the Louisiana Purchase on America.
- Explain the reasons behind the Embargo Acts and their social, economic, and political significance.
- Analyze the causes of the War of 1812.
- Evaluate the sectional and class divisions among those who supported and opposed the War of 1812.
- Describe the significance of the important battles of the war, especially the Battle of New Orleans.
- Assess the role of women and minorities in the Jeffersonian Republic.
- Understand the social, economic, and political effects of the War of 1812.

## **9. Good Feelings, the Corrupt Bargain, and Jacksonian Democracy**

Learning Objectives: *The student will be able to*

- Describe what the Era of Good Feelings was and why it ended.
- Explain the American System.
- Describe the significance of the Missouri Compromise.
- Evaluate how the 1824 election was resolved and assess its significance in giving rise to modern politics.
- Analyze the growing sense of democracy in America, with special attention on Martin Van Buren and the New York Bucktails.
- Identify Andrew Jackson and his political ideology.
- Analyze the meaning of Jacksonian Democracy and who was left out and why.

## **10. Sectionalism, Class, and Slavery: The Market Revolution and King Cotton**

Learning Objectives: *The student will be able to*

- Describe the Market Revolution and how it shaped Northern society and economics.
- Explain the impact of urbanization and immigration on the North.
- Assess the importance of the Cotton Gin and slavery in shaping the Antebellum South.
- Compare and contrast the role of social class in the North and South
- Understand the role of women in both sections.
- Explain westward expansion's role in furthering sectional differences.

## **Unit III: The Impending Crisis, 1832-1865 [SLO 1-7]**

### **11. Antebellum Reform**

Learning Objectives: *The student will be able to*

- Understand why the Second Great Awakening started, what it was, and how it led to a wave of reforms in the North.
- Assess the social, economic, and political value to Antebellum Reforms.
- Describe how these reforms both helped certain people but also served to control them.
- Assess how the North became more unified by reforms.
- Explain the significant role for women in these reform movements.
- Analyze the impact of these reformers, especially abolitionists, on the South and a growing sectional divide.
- Explain the impact of reform movements on national politics.
- Identify the Second Party System.

### **12. Manifest Destiny: Westward Expansion and the Mexican War**

Learning Objectives: *The student will be able to*

- Describe why so many people moved West.
- Assess the meaning of Manifest Destiny and its effects on national politics.
- Analyze the 1844 election as a mandate for the annexation of Texas.
- Understand the reasons for and course of the Mexican War
- Compare and contrast those who supported the Mexican War with those who opposed it.
- Explain the effects of the war.
- Discuss the Wilmot Proviso and growing debates about the expansion of slavery into the West.

### **13. The Crises of the 1850s**

Learning Objectives: *The student will be able to*

- Assess the meaning of antislavery, abolitionism, and proslavery.
- Describe the Compromise of 1850 and Kansas-Nebraska Act.
- Explain the demise of the Second Party System.
- Compare and contrast the platforms of the Republican, Know-Nothing, and Democratic parties.
- Describe the events that led to a growing sectional crisis such as Bleeding Kansas, the caning of Charles Sumner, Dred Scott, and John Brown's raid.
- Analyze the meaning of the 1860 election as the culmination of a minority's fears of the tyranny of the majority
- Assess the meaning of secession.

### **14. The Civil War**

Learning Objectives: *The student will be able to*

- Explain the long- and short-term causes of the Civil War.
- Assess the way most Americans viewed slavery when the war began.
- Describe how ending slavery became more of an issue as the war progressed.
- Discuss the important role of women in the war.
- Assess class differences and opposition to the war in the North.
- Understand the significance of the war's major battles.
- Analyze how foreign nations responded to the Civil War.

## 15. Reunion and Reconstruction

Learning Objectives: *The student will be able to*

- Identify the problems facing America after the Civil War
- Explain how the South initially responded to Reconstruction
- Assess why Presidential Reconstruction was replaced by Radical Reconstruction.
- Evaluate how well Radical Reconstruction worked.
- Describe the North's objectives in Reconstruction and how the South was redeemed.

### **Evaluation of student learning:**

**Examinations and Required Work.** Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

#### **Reading Assignments**

- ♦ Textbook as well as primary documents should be clearly assigned to the students

#### **Exams & Quizzes**

- ♦ At least two (2), one-hour exams
- ♦ A Final Exam
- ♦ Exams must include an essay component.

**Writing Assignments** (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Course content related assessments should comprise at least 50% of graded assignments.