

HIST 111: HISTORY OF THE UNITED STATES I

History, as a discipline, is a synthesis of many fields within the humanities and social sciences applied to the understanding of human societies, both past and present. History looks at the role of anthropology, geography, economics, philosophy, political theory, religion, art and literature in the development and function of society. Students trained in historical techniques learn how to analyze the effects of such social institutions on their creators, and consider how the successes and failures of past peoples shape our current cultural discourse. History also considers the effects of the natural world on human societies. Drought and flood, global temperature change, environmental depredation, and epidemic diseases have all effected the human community throughout time, and history students learn to assess both their past and future impacts.

History 111, in particular, provides students with a unique opportunity to examine the exploration, colonization and development of North America and of the United States from 1400 to the 1860s. The course provides students with numerous opportunities to use cross-cultural and multi-disciplinary approaches and to include religion, race, class, gender, and ethnicity as analytical factors in the process of determining the major historical events in their nation's earliest settlement and political/social/economic organization.

History 111 students are provided with numerous opportunities for evaluation. The format of these opportunities includes, but is not limited to, class discussions, group projects, formal written work, informal reaction papers, traditional and take-home exams. These assignments give both the students and instructors many opportunities to assess student learning and skill progression. The intentional variety of formats is designed to reflect both the diversity of learning styles found among our students and those skills traditionally associated with the discipline of history. These skills include the ability to organize empirical information, the ability to critically synthesize this information and consider the causal principles throughout history, as well as the ability to adeptly communicate this information through both written and oral/signed venues. All of these skills will be immensely valuable to our students throughout their academic careers and in their personal and work lives beyond the College.

COMMON COURSE OUTLINE
HIST 111
HISTORY OF THE UNITED STATES I
3 Semester Hours

The Community College of Baltimore County

Description

History of the United States I

Surveys America's early clash of cultures, European and African background, settlement, Revolution, new government, expansion, and sectionalism through the Civil War; an in-depth analysis of selected issues, periods, personalities or institutions in an effort to understand the youthful nation's changing, often clashing, attitudes and values.

Prerequisite: (RDNG 052 or LVR 2) and (ENGL 052 or LVE 2) or (ESOL 052 or LVE 2). Need not be taken in sequence with HIST 112

Overall Course Objectives

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

1. Analyze in writing a variety of sources of historical information including secondary sources, interpretive essays by historians, electronic sources, and primary sources such as biographies, diaries, letters, newspapers, and statistical reports. (I, II, III, 1)
2. Explain skillfully in essays, on exams, or in oral presentations the major concepts, events and issues of U.S. history between 1400 and 1865. (I, II, III, V, 1)
3. Prepare at least one piece of writing that synthesizes information from both print and electronic sources to construct a historical argument that is based on the logical presentation of specific, historical facts and that analyzes the causal factors of a historical event or process. (I, II, III, IV, 1)
4. Analyze the convergence of individuals, ideas, social institutions, technology, economics and social structure in the development of major historical issues, and support this thinking with specific documented evidence. (I, II, III, 1, 3, 4)
5. Determine the role that religion, race, class, gender, and ethnicity play in influencing historical issues and events. (I, II, III, V, 4)
6. Discuss articles written by historians and write with clarity about the variety of historical sources and interpretations that historians employ. (I, II, III)
7. Prepare short, concise historical arguments that employ abundant factual detail. (I, II, III)
8. Analyze and interpret data in chart or graph formats. (I, II, III, IV, VI, 1)

9. Analyze significant geopolitical relationships through the use of maps.(I, II, III, IV, VI, 1)
10. Analyze the significance of historical events to the evolution of American ideas, social structure, economic policies, and foreign affairs. (I, II, III, IV, VI, 2, 3, 4)
11. Identify the value and role of electronic media in historical research and analysis (I, IV).

Major Topics

- The convergence of Native American, European and African cultures on the North American continent.
- Colonial development in the seventeenth century.
- The Revolutionary Era
- Forging a National Republic
- The War of 1812 and Westward expansion.
- Industrialization and social/economic change in the North
- Growth of the agricultural South
- Slavery and race relations in antebellum America
- Social reform movements and politics of the Jacksonian period
- Manifest Destiny and the Mexican War
- Sectionalism and crisis in the 1850s
- The American Civil War and Aftermath

Course Requirements

Individual exams and writing assignments will be determined by the instructor and will be described in the syllabus for each section. However, all students will:

1. Participate actively in class activities (VII);
2. Respond to required reading assignments, some of which will include primary documents (or excerpts thereof) and interpretive essays (VII);
3. Successfully complete a minimum of two exams and quizzes that demonstrate mastery of the major concepts in the course and which consist of a combination of objective and critical thinking/analysis components (VII);
4. Produce writing that demonstrates the ability to conduct research, analyze primary and secondary sources, employ and evaluate electronic sources (VII). Written assignments will total a minimum of 600 words written in class, 2000 words written out of class, or a combination thereof.
5. Present individual or group oral presentations of relevant materials (II).

HIST 112: HISTORY OF THE UNITED STATES II

History, as a discipline, is a synthesis of many fields within the humanities and social sciences applied to the understanding of human societies, both past and present. History looks at the role of anthropology, geography, economics, philosophy, political theory, religion, art and literature in the development and function of society. Students trained in historical techniques learn how to analyze the effects of such social institutions on their creators, and consider how the successes and failures of past peoples shape our current cultural discourse. History also considers the effects of the natural world on human societies. Drought and flood, global temperature change, environmental depredation, and epidemic diseases have all effected the human community throughout time, and history students learn to assess both their past and future impacts.

History 112, in particular, provides students with a unique opportunity to examine industrialization, immigration, and urbanization in the post-Civil War United States, and to analyze the social/economic/political development of the U.S. as an industrial super-power in the twentieth century. The course provides students with numerous opportunities to use cross-cultural and multi-disciplinary approaches and to include religion, race, class, gender, and ethnicity as important factors in the process of analyzing the major historical events in their nation's evolution as a heterogeneous society and world leader.

History 112 students are provided with numerous opportunities for evaluation. The format of these opportunities includes, but is not limited to, class discussions, group projects, formal written work, informal reaction papers, traditional and take-home exams. These assignments give both the students and instructors many opportunities to assess student learning and skill progression. The intentional variety of formats is designed to reflect both the diversity of learning styles found among our students and those skills traditionally associated with the discipline of history. These skills include the ability to organize empirical information, the ability to demonstrate critical thinking through synthesis of this information and consideration of causal principles throughout history, as well as the ability to adeptly communicate this information through both written and oral/signed venues. All of these skills will be immensely valuable to our students throughout their academic careers and in their personal and work lives beyond the College.

COMMON COURSE OUTLINE
HIST 112
HISTORY OF THE UNITED STATES II
3 Semester Hours

The Community College of Baltimore County

Description

History of the United States II

Investigates America's growth after the Civil War; considers the many changes in the economy, society and foreign policy that resulted from expansion and industrialization.

Prerequisite: (RDNG 052 or LVR 2) and (ENGL 052 or LVE 2) or (ESOL 052 or LVE 2). Need not be taken in sequence with HIST 111

Overall Course Objectives

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

1. Analyze in writing a variety of sources of historical information including secondary sources, interpretive essays by historians, electronic sources, and primary sources such as biographies, diaries, letters, newspapers, and statistical reports. (I, II, III, 1)
2. Explain skillfully in essays, on exams, or in oral presentations the major concepts, events and issues of U.S. history between 1865 and the present. (I, II, III, V, 1)
3. Prepare at least one piece of writing that synthesizes information from both print and electronic sources and demonstrate to construct a historical argument that is based on the logical presentation of specific, historical facts and analyzes the causal factors that influence a historical event or process. (I, II, III, IV, 1)
4. Analyze the convergence of individuals, ideas, social institutions, technology, economics and social structure in the development of major historical issues, and support this thinking with specific documented evidence. (I, II, III, 1, 3, 4)
5. Determine the role that religion, race, class, gender, and ethnicity play in influencing historical issues and events. (I, II, III, V, 4)
6. Discuss articles written by historians and write with clarity about the variety of historical sources and interpretations that historians employ. (I, II, III)
7. Prepare short, concise historical arguments that employ abundant factual detail. (I, II, III)
8. Analyze and interpret data in chart or graph formats. (I, II, III, IV, VI, 1)
9. Analyze significant geopolitical relationships through the use of maps. (I, II, III, IV, VI, 1)

10. Analyze the significance of historical events to the evolution of American ideas, social structure, economic policies, and foreign affairs. (I, II, III, IV, VI, 2, 3, 4)
11. Identify the value and role of electronic media in historical research and analysis (I, IV).

Major Topics

- Aftermath of Civil War and Rebuilding of the Nation
- Westward expansion
- The post-Civil War Industrial Revolution
- Urbanization
- Gilded Age political and social changes
- The Progressive Era
- American expansionism
- The impact of World War I
- The 1920s
- The Great Depression and the New Deal
- The impact of World War II
- The Cold War
- The Vietnam Conflict and the U.S. role in the world
- The Civil Rights Movement and the rise of feminism
- The resurgence of conservatism

Course Requirements

Individual exams and writing assignments will be determined by the instructor and will be described in the syllabus for each section. However, all students will:

1. Participate actively in class activities (VII);
2. Respond to required reading assignments, some of which will include primary documents (or excerpts thereof) and interpretive essays (VII);
3. Successfully complete a minimum of two exams and quizzes that demonstrate mastery of the major concepts in the course and which consist of a combination of objective and critical thinking/analysis components (VII);
4. Produce written assignments that demonstrate the ability to conduct research, analyze primary and secondary sources, employ and evaluate electronic sources (VII). Written assignments will total a minimum of 600 words written in class, 2000 words written out of class, or a combination thereof.
5. Present individual or group oral presentations of relevant materials (II).