

Course Competencies Template – Form 112

GENERAL INFORMATION			
Course Prefix/Number: AMH2010	Course Title: History of the United States to 1877		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted: 2/1/09	Effective Year/Term: 2009-1		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
General Education courses must align with the General Education Outcomes. The above course links to the following outcome(s): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural Knowledge/Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibilities <input type="checkbox"/> Ethical Thinking <input type="checkbox"/> Computer Skills <input type="checkbox"/> Aesthetic Appreciation <input type="checkbox"/> Natural Systems/Environmental Literacy </td> </tr> </table>		<input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural Knowledge/Global Perspective	<input type="checkbox"/> Social Responsibilities <input type="checkbox"/> Ethical Thinking <input type="checkbox"/> Computer Skills <input type="checkbox"/> Aesthetic Appreciation <input type="checkbox"/> Natural Systems/Environmental Literacy
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Course Description: Students will learn of the history of the United States to 1877 by examining the founding, growth, and development of America from the colonial era through Reconstruction.			
Prerequisite(s): None	Co requisite(s): None		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/eppa/curriculum.asp>)

Competency 1: The student will demonstrate knowledge of European exploration and colonization of the Americas by:

1. Describing the Native American peoples and cultures residing in the Americas prior to 1492.
2. Discussing the motivations for European exploration and colonization of the new world.
3. Examining how the Native and European cultures impacted each other upon contact.
4. Comparing the different labor systems introduced in colonial America.
5. Contrasting the Spanish, French, and English colonial expansion in America.

Competency 2: The student will demonstrate understanding of the American colonial era by:

1. Comparing and contrasting the first colonies established by the English in America.
2. Discussing the role of religion on American colonial development in the 17th century.
3. Describing the different colonial economies and social structures that emerged in the New England, Mid-Atlantic and Chesapeake regions.
4. Examining the role of British mercantile policies on the development of the different regions of colonial America.
5. Examining the factors leading to the French and Indian War, and how the war affected British and colonial relations.

Competency 3: The student will demonstrate knowledge of the American Revolution by:

1. Identifying the British policies from 1763 to 1775 that created widespread dissent and rebellion in the American colonies.
3. Examining the varied methods employed and arguments used by American colonists to oppose British policies.
4. Describing the key events that led to the outbreak of the American Revolutionary War and the Declaration of Independence in context.
5. Examining the war strategies of the American Revolutionaries, and the significance of the French alliance with the United States, on American military victory by 1781.
6. Evaluating the social, political, and economic changes that resulted from the American Revolutionary experience.

Competency 4: The student will demonstrate knowledge of the early American republic by:

1. Examining the types of governments created by the new states and their function as experiments in republicanism.
2. Describing the structure and weaknesses of the Articles of Confederation government.
3. Discussing the ideological debates and compromises that shaped the development of the U.S. Constitution in 1787.
4. Outlining the development of political factions that emerged from the debates over ratification of the 1787 Constitution.
5. Examining the ideological shift of power in 1800, characterized by the election of Jefferson.
6. Discussing the relationship between territorial expansion resulting from the Louisiana Purchase, the acquisition of Florida, and the expansion of slavery.
6. Identifying the causes of the War of 1812, and the outcomes of the conflict.
7. Examining U.S. relations with the various Indian nations in the late 18th century and early 19th century.

Competency 5: The student will demonstrate knowledge of the Jacksonian Era, and the institution of slavery in the antebellum south by:

1. Identifying the democratic ferment of U.S. politics in the Jacksonian era.
2. Describing the rise of the second American two party system.
3. Describing the abolitionist, feminist, public school, and prison reform movements.
4. Examining the economic, political, and social structures of southern society to 1860.
5. Describing the characteristics of slavery and the free black communities in the American South.
6. Examining U.S. relations with the various Indian nations from the early 18th century through the Civil War era.

Competency 6: The student will demonstrate knowledge of the origins of the Civil War by:

1. Describing the concept of Manifest Destiny as a spirit of the age.
2. Outlining the development of railroads, canals, and roads in the 19th century.
3. Examining the causes of the Mexican War, and concern over the expansion of slavery into the annexed territories.
4. Describing the destruction of the Whig Party, the rise of the free labor ideology, and the political environment that led to rise of the Republican Party.
5. Examining the 1860 election of Abraham Lincoln and the moves toward secession that followed through 1861.

Competency 7: The student will demonstrate an understanding of the American Civil War by:

1. Discussing the mobilization of American peoples and cultures for war in 1861.
2. Appraising the strengths and weakness of Confederate and Union war efforts.
3. Identifying the factors that allowed the Union to achieve victory in 1865 and the social, economic, and political effects of the war on American peoples.
4. Examining the social, political, and economic consequences of Lincoln's Emancipation Proclamation and the impact of Lee's surrender at Appomattox.

Competency 8: The student will show a comprehension of the era of Reconstruction by:

1. Examining the impact of Lincoln's assassination in April 1865 on the different plans for reconstructing the South.
2. Describing the growing conflict between southern whites and freedmen over the status of African- Americans in the post war South.
3. Discussing the social, economic, and political consequences of the halting of Reconstruction in 1877.

Revision Date: _____

Approved By Academic Dean Date: _____

Reviewed By Director of Academic Programs Date: _____