ESSEX COUNTY COLLEGE
Humanities Division
HST 111 – American History I
Course Outline

Course Number & Name: HST 111 American History I
Credit Hours: 3.0   Contact Hours: 3.0   Lecture: 3.0   Lab: N/A   Other: N/A
Prerequisites: Grade of “C” or better in ENG 096 and RDG 096 or placement; it is recommended that HST 111 be taken before HST 112
Co-requisites: None   Concurrent Courses: None
Course Outline Revision Date: Fall 2010

Course Description: This course surveys the history of the United States from the pre-Columbian period to the end of Reconstruction 1877. It analyzes the political, economic, social and intellectual events of Native American history, colonial history, the American Revolution and the Constitution, the early national period, expansion, slavery, the sectional differences leading to the Civil War and Reconstruction.

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.
2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
4. Technological Competency/Information Literacy: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. Humanistic Perspective: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.
7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
8. Global and Cultural Awareness of Diversity: Students will understand the importance of global perspective and culturally diverse peoples.
9. Ethics: Students will understand ethical issues and situations.
**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to Native American history, colonial history, the American Revolution and the Constitution, the early national period, expansion, slavery, the sectional differences leading to the Civil War, and Reconstruction; (GEG 1, GEG 6, GEG 7, GEG 8, GEG 9)

2. evaluate key American ideas and institutions in relation to global history, including perspectives in the context of social, political, religious and intellectual traditions; (GEG 7, GEG 8) and

3. read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to American history. (GEG 7)

**Measurable Course Performance Objectives (MPOs):** Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to Native American history, colonial history, the American Revolution and the Constitution, the early national period, expansion, slavery, the sectional differences leading to the Civil War, and Reconstruction:
   
   1.1 *identify and describe key terms, names, and places in American history from the pre-Columbian period to Reconstruction;*
   
   1.2 *evaluate the validity of various interpretations of historical events and institutions; and*
   
   1.3 *clarify and summarize information pertaining to American historical events and ideas in a weekly journal*

2. Evaluate key American ideas and institutions in relation to global history, including perspectives in the context of social, political, religious and intellectual traditions:

   2.1 *identify places and trade routes on historical maps; and*
   
   2.2 *discuss social structures, religious ideas and institutions and intellectual traditions*

3. Read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to the history of world civilizations:

   3.1 *use primary and secondary sources to show how historical problems are confronted; and*
   
   3.2 *conduct internet research and explore reliable resources on American history*

**Methods of Instruction:** Instruction will consist of lectures, PowerPoint presentation and overhead visual aids, collaborative group or team work, use of the internet to access data bases and scholarly articles, and films.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the papers and oral reports for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.
Course Requirements: All students are required to:

1. Read the textbook and handouts as assigned.
2. Actively participate in class discussions and collaborative groups.
3. Complete all papers, homework assignments, and oral reports on time.
4. Take all scheduled quizzes and exams.

Methods of Evaluation: Final course grades will be computed as follows:

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<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tr>
<td>• Journal, Quizzes, and Class Participation</td>
<td>20%</td>
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<td>A perusal of journal entries and an analysis of class discussions will provide evidence of student mastery of course objectives. Quizzes will also show evidence of the extent to which students meet course objectives.</td>
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<tr>
<td>• 3 or more Papers  (dates specified by the instructor)</td>
<td>40%</td>
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<td>Papers on topics related to course objectives will show evidence of the extent to which students meet course objectives.</td>
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<td>• Midterm Exam</td>
<td>20%</td>
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<td>The same objectives apply as with papers – students are expected to demonstrate critical and independent thought as they examine a topic related to course objectives.</td>
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<td>• Final Exam</td>
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<td>The final exam will demonstrate the extent to which students have achieved course objectives, interpreted and synthesized course material.</td>
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Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.
**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.
**Course Content Outline:** based on the text *Visions of America*, volume 1: to 1877, by Jennifer D Keene, Saul Cornell, and Edward T O’Donnell; published by Prentice Hall, 2010; ISBN-13 #: 978-0-321-05309-1

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter/Section</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1 – People in Motion: The Atlantic World to 1590</td>
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| 2    | Chapter 2 – Models of Settlement: English Colonial Societies, 1590 – 1710  
*Quiz* on Reading and Vocabulary |
| 3    | Chapter 3 – Growth, Slavery, and Conflict: Colonial America, 1710 – 1763 |
| 4    | Chapter 4 – Revolutionary America: Change and Transformation, 1764 – 1783 |
| 5    | Chapter 5 – A Virtuous Republic: Creating Workable Government, 1783 – 1789  
*Paper #1 due* |
| 6    | Chapter 6 – The New Republic: An Age of Political Passion, 1789 – 1800  
*Quiz* on Reading and Vocabulary |
| 7    | Chapter 7 – Jeffersonian America: An Expanding Empire of Liberty, 1800 – 1824  
*Midterm Exam* based on Chapters 1 – 7 |
| 8    | Chapter 8 – Democrats and Whigs: Democracy and American Culture, 1820 – 1840 |
| 9    | Chapter 9 – Workers, Farmers, and Slaves: The Transformation of the American Economy, 1815 – 1848  
*Paper #2 due* |
| 10   | Chapter 10 – Revivalism, Reform, and Artistic Renaissance, 1820 – 1850 |
| 11   | Chapter 11 – “To Overspread the Continent:” Westward Expansion and Political Conflict, 1840 – 1848 |
| 12   | Chapter 12 – Slavery and Sectionalism: The Political Crisis of 1848 – 1861 |
| 13   | Chapter 13 – A Nation Torn Apart: The Civil War, 1861 – 1865 |
| 14   | Chapter 14 – Now That We Are Free: Reconstruction and the New South, 1863 – 1890  
*Paper #3 due* |
| 15   | Industrialization and Nationalism – Transition to a New America  
*Final Exam* based on Chapters 8 – 14 |