



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW:** 2009-10  
*(i.e. 2006-2007)*

**NEXT REVIEW:** 2014-15  
*(i.e. 2011-2012)*

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** History of the United States to 1877

**COMMON COURSE NUMBER:** AMH2010

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: 48                      Lab:

Clinic:                      Other:

**PREREQUISITE(S):** Eligibility for ENC1101

**COREQUISITE(S):** NONE

**PRE/COREQUISITE(S):** NONE

**COURSE DESCRIPTION** *(750 characters, maximum):*

This survey course of American history from pre-Columbus to 1877 provides students with a general history of the political, economic, cultural, and social development of American society. Special emphasis is placed upon the colonial period, the American Revolution, the rise of American Nationalism, the antebellum U.S., the U.S. Civil War, and the Reconstruction period. Students will also study the introductory concepts of history reading, writing, and methods. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):                      Area 3A

General Education Requirements – Associate in Science Degree (AS), meets Area(s):                      Area 3

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):                      Area 3

**UNIT TITLES**

1. Introduction to History
2. Writing about Early American History
3. The Age of Discovery and the Colonial Era, 1492-1763
4. The American Revolution and the Early Republic, 1763-1820
5. The Antebellum United States, 1820-1860
6. The Civil War and Reconstruction, 1860-1877

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	1.0, 2.1, 2.3, 3.0, 4.0, 5.0, 6.0
<b>2. Write clearly and coherently**</b>	2.2, 2.5, 2.6
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Information: 2.1, 2.3, 2.4 Cultural: 1.4, 3.2, 3.3.3, 3.4, 4.2, 4.4, 5.1, 5.2, 5.4, 6.4
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.3.1, 3.3.2, 4.1, 4.2, 4.4, 4.5, 5.1, 5.5, 6.1, 6.5
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	3.2, 5.2
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	1.4, 3.2, 4.1, 4.4, 5.2, 5.4, 6.3, 6.4, 6.6
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g)Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

## EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0, 2.0
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
3. Research Papers	1.0, 2.0
4. Group projects	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
6. Multiple Choice tests	3.0, 4.0, 5.0, 6.0
7. Presentations	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
11. Summaries, critiques, and analyses	1.0, 2.0
12. Reaction papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
16. Classroom debates and colloquia	3.0, 4.0, 5.0, 6.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

**UNITS****Unit 1: Introduction to History****General Outcome:**

- 1.0 The students shall identify and employ the components of historical research and analysis.**

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 1.1 Identify the way historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretations.**
- 1.4 Recognize connections between the past and the present.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (visual, oral, statistical, and/or artifacts from material culture).**

Common Course Number: AMH2010

**Unit 2: Writing about Early American History**

**General Outcome:**

- 2.0 The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 2.1 Locate and identify evidence to research a problem or question about Early American History from an online research database or course resource lab.**
- 2.2 Construct a clear, concise thesis statement in response to a problem or question about Early American History.**
- 2.3 Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.**
- 2.4 Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.**
- 2.5 Employ formal styles of argumentation and presentation that historians use.**
- 2.6 Compose written conclusions drawn from historical research.**

Common Course Number: AMH2010

**Unit 3: The Age of Discovery and the Colonial Era, 1492-1763**

**General Outcome:**

- 3.0 The students shall identify and evaluate the motivations, characteristics, and consequences of European settlement in America.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 3.1 Discuss clearly and coherently the European background that stimulated interest in the discovery, exploration, and establishment of colonies in the Americas.**
- 3.2 Assess the interactions between Europeans and Native Americans and their consequences.**
- 3.3 Evaluate the origins of institutional developments in the colonies that left their imprint on later generations, with special attention to:**
- 3.3.1 Economic issues such as the types of labor systems used throughout the colonies.**
  - 3.3.2 Political issues such as popular participation in government, taxation without representation, and written constitutions.**
  - 3.3.3 Social and cultural issues such as the roles of different religious leaders, the structure of family life, and the roles of women.**
- 3.4 Interpret the meaning of the Enlightenment and the Great Awakening for colonial intellectual and religious life.**
- 3.5 Evaluate the origins and outcomes of the Seven Years' War, also known as the French and Indian War.**

Common Course Number: AMH2010

**Unit 4: The American Revolution and the Early Republic, 1763-1820**

**General Outcome:**

- 4.0 The students shall analyze the origins, progression, and outcome of the American Revolution. The students shall assess the creation of the U.S. government and the characteristics of the Early Republic.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1 Assess how post-French and Indian War problems and policies contributed to tensions between the English government and the American colonies.**
- 4.2 Evaluate the causes that led colonists to become active revolutionaries and declare independence.**
- 4.3 Assess the development and outcomes of the Revolutionary War.**
- 4.4 Analyze the forces leading to the creation of the U.S. Constitution and evaluate the principles and institutions established by it.**
- 4.5 Compare and contrast the leadership of U.S. presidents during this period.**
- 4.6 Evaluate the causes and consequences of the War of 1812.**

Common Course Number: AMH2010

**Unit 5: The Antebellum United States, 1820-1860**

**General Outcome:**

- 5.0 The students shall identify and evaluate the political, economic, social, and cultural developments of the antebellum era, including the consequences of the Jacksonian Age, westward expansion, and social reform movements.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1 Analyze the issues which shaped Jacksonian political culture.**
- 5.2 Evaluate the development of the American West, including the concept of Manifest Destiny, the reasons for westward expansion and settlement, the consequences for Native Americans, the territorial gains, and the rise of sectionalism.**
- 5.3 Compare and contrast northern and southern economic development.**
- 5.4 Assess the origins and goals of antebellum social reform movements.**
- 5.5 Interpret the significant U.S. government policies and events that contributed to the increase in sectional tensions during this time, such as the Compromise of 1820, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, the Lincoln-Douglas debates, and John Brown's raid on Harpers Ferry.**

Common Course Number: AMH2010

**Unit 6: The Civil War and Reconstruction, 1860-1877**

**General Outcome:**

- 6.0** The students shall evaluate the events of the secession crisis, the course of the Civil War, and the Civil War's impact on the American people. The students shall identify and evaluate the political, economic, and social developments of the Reconstruction era.

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 6.1** Distinguish the social, political, and economic causes of the Civil War.
- 6.2** Compare and contrast the advantages and disadvantages of the Union and the Confederacy.
- 6.3** Evaluate the military course of the Civil War and its effects, including the Emancipation Proclamation.
- 6.4** Assess the role of different ethnic and racial groups and women in both the North and South during the War.
- 6.5** Evaluate the social, economic, and political developments of Reconstruction.
- 6.6** Analyze the successes and failures of Reconstruction.