

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	AMH 2010
COURSE TITLE:	United States History to 1865
PREREQUISITE(S):	Satisfactory score on reading and writing placement tests. (placement into ENC 1101)
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION:

This course emphasizes the African, European, and Native American backgrounds, the Revolution, the Articles of Confederation, the U.S. Constitution, problems of the new republic, sectionalism, westward expansion, slavery and the Civil War.

SUGGESTED TEXT(S):	Brinkley, Alan. <u>American History: A Survey</u> . Latest Edition. 2 Volumes, Columbus, Ohio: McGraw Hill, 2003.
	Garraty, John and Mark Carnes. <u>The American Nation</u> . Latest Edition. 2 Volumes. New York: Longman, 2006.
	Conlin, Joseph R. <u>The American Past</u> . Latest Edition. 2 Volumes. Belmont, CA: Wadsworth, 2004.

SUGGESTED TEXT(S): (continued)

Goldfield, David, et al. The American Journey; Latest Edition. 2 Volumes. Upper Saddle River, NJ: Prentice-Hall, 2004.

Jones, Jacqueline, et al. Created Equal. Latest Edition. 2 Volumes. New York: AB Longman, 2006

Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas A., The American Pageant. Latest Edition. 2 Volumes. Boston, Mass.: Houghton Mifflin, 2006.

Nash, Gary B., Jeffrey, Julie Roy, et al. The American People. Latest edition. 2 Volumes. New York: Longman, 2004.

Roark, James, et al. The American Promise. Latest Edition. 2 Volumes. Boston, MA: Bedford St. Martins, 2005.

STUDY GUIDE:

Alfers, Kenneth. Study Guide: Telecourse Guide for America in Perspective. Latest Edition. New York: Longman, 2001.

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)
Fall Term, 2006 (20071)
Spring Term, 2007 (20072) - Gordon Rule Removed
Fall Term, 2007 (20081) - prerequisite

While the following outline notes the major themes of the course, each instructor may establish more specific goals and utilize teaching strategies relevant to his/her expertise in meeting course objectives.

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. The Colonial Period <ul style="list-style-type: none"> A. Contact in the New World <ul style="list-style-type: none"> 1. European Background 2. Native American Background 3. African Background B. Establishing the Colonies C. Colonial Development <ul style="list-style-type: none"> 1. Foundations of American Political Development 2. Economic Development and Imperial Trade 3. The Emergence of an American Society D. Prelude to Independence <ul style="list-style-type: none"> 1. Imperial Reorganization and Taxation 2. American Resistance to British Colonial Administration 	8-12
II. American Independence and the Emergence of a New Nation (1776-1800) <ul style="list-style-type: none"> A. The War for American Independence B. The Articles of Confederation C. Origins and Ratification of the Constitution D. The Early Republic (1789-1800) <ul style="list-style-type: none"> 1. The Federalist Period 2. Republicanism and the Rise of Political Parties 	8-12
III. The Early National Period (1800-1840) <ul style="list-style-type: none"> A. Jeffersonian Republicanism B. Nationalism C. Jacksonian Democracy D. Early Nineteenth Century Economic and Social Change <ul style="list-style-type: none"> 1. The Industrial Revolution 2. Urbanization 3. Agricultural Development in the West E. American Reform during the Early Nineteenth Century 	9
IV. The Sectional Crisis and the Civil War <ul style="list-style-type: none"> A. The Old South and the Institution of Slavery B. Territorial Expansion and the Movement West C. The Politics of Sectionalism (1846-1860) D. Secession and the Civil War 	8-12

STUDENT OUTCOMES:

1. Students will analyze, organize, interpret, and revise hypotheses about historical data.
2. Students will understand how the search for an American identity has affected the social, political, and economic development of the United States.
3. Students will draw parallels between historical issues/events and current day issues/events.
4. Students will learn to integrate United States history into world history.



Course Prefix and Number: <u>AMH 2010</u>	Semester Credit Hours: <u>3</u>
Course Title: <u>United States History to 1865</u>	

Discipline Area for the Course:			
<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences	
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option	

INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively	

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
Global and Historical Knowledge & Understanding				Intellectual honesty	X		
Comprehends a general knowledge of the nature, origins and contributions of major civilizations	X			Curiosity and openness to new ideas	X		
Comprehends the workings and interrelations of personal, business and government economies	X			Recognition of one's own creative potential	X		
Comprehends political, social and economic systems and their effects upon society	X			Acceptance of and respect for differences among people and cultures	X		
Cultural and Aesthetic Knowledge and Understanding							
Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	X			Civic Engagement	X		
Comprehends the historical development of the arts and sciences	X			Lifelong Learning	X		
Comprehends religious and cultural systems and their effects upon society	X						
Human Awareness and Understanding							
Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development		X					
Comprehends the stages of human development and the dynamics of human relationships in diverse cultures		X					
Comprehends the factors that promote physical, mental and social well-being		X					
Mathematics, Science and Technology							
Comprehends the basic concepts and investigative processes of the natural sciences			X				
Comprehends the breadth, significance and development of the mathematical sciences			X				
Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	X						

Name of Person Completing This Form: JoAnn Carpenter, Steve Piscitelli

Signature: _____ Date: 11/28/05



Course Prefix and Number: <u>AMH2010</u>	Semester Credit Hours: <u>3</u>
Course Title: <u>AMH 2010 U.S. History to 1865</u>	

Discipline Area for the Course:		
<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences
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Learning Outcomes	Method Of Assessment
1	Students will analyze, organize, interpret, and revise hypotheses about historical data.
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3	Students will draw parallels between historical issues and event and current day issues and events.
4	Students will learn to integrate United States history into world history
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