

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	History						
COURSE RUBRIC AND NUMBER	HIST 1301						
COURSE TITLE	History of the United States to 1877						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 0 10px;">3</td> <td style="text-align: center; padding: 0 10px;">3</td> <td style="text-align: center; padding: 0 10px;">0</td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">Credits</td> <td style="text-align: center; padding: 0 10px;">Lec</td> <td style="text-align: center; padding: 0 10px;">Lab</td> </tr> </table>	3	3	0	Credits	Lec	Lab
3	3	0					
Credits	Lec	Lab					

I. Catalog Description

Surveys the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. **Prerequisite: INRW 0311 or ESOL 0340 or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).**

II. Course Objectives

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

- A. Unit One – Meeting of Three Worlds, Beginnings to 1620**
 - 1. Compare the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.
 - 2. Analyze how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.
- B. Unit Two – The Era of Colonization and Settlement, 1585-1763**
 - 1. Explain why the Americas attracted Europeans, why they brought Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
 - 2. Analyze the development of political, religious, and social institutions in the English colonies.
 - 3. Discuss the values and institutions of European economic life which took root in the colonies, how slavery impacted colonial life in America.
 - 4. Describe the struggle for Empire between the European powers in America.
- C. Unit Three – The American Revolution and the New Nation, 1754-1820s.**
 - 1. Explain the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
 - 2. Describe the impact of the American Revolution on politics, economy, and society.
 - 3. Analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the Articles of Confederation, U.S. Constitution, and the Bill of Rights.
- D. Unit Four – A Period of Expansion and Reform, 1801-1861**
 - 1. Explain United States territorial expansion between 1801 and 1861, the establishment of a foreign policy, and how it affected relations between regions of the United States, with Native Americans, and with external powers.

2. Discuss how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
3. Analyze the extension, restriction, and reorganization of political democracy after 1800.
4. Describe the sources and character of American cultural, religious, and social reform movements in the ante-bellum period.

E. Unit Five – The Civil War, 1861-1865

1. Explain the causes of the Civil War.
2. Describe the course and character of the Civil War and its effects on the American people.

F. Unit Six – Reconstruction, 1865-1877

1. Explain how various Reconstruction plans succeeded or failed and how these plans impacted the nation.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

IV. Evaluation

A. PREASSESSMENT

Due to the nature of history there is no challenge exam for the course. A reading test can be given to determine preparedness of students. Individual instructors may use a unit preassessment at their own discretion. Note will be made of this in their personal syllabi.

B. POSTASSESSMENT

The instructor will maintain records of each student's progress. Number and type of exams will be determined by each instructor. Information on this will be in the instructor's syllabi.

C. REMEDIATION

Instructors will determine remediation and make-up policies. Note will be made of these policies in individual syllabi.

D. GRADING

Grades will be determined by individual instructors based on student performance. Information regarding grading policy will be included in the instructor's syllabi.

V. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024)

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.