Administrative Unit: History and Social Sciences Department
Course Prefix and Number: HIST 121
Course Title: American History to 1877
Number of Credit Hours: 3  Lecture Hours: 3  Laboratory Hours: 0
Catalog Description: A survey of institutions, politics, culture, and society in America from colonization to reconstruction. Offered Fall. G.E.
Prerequisite(s)/Corequisite(s): None.
Text(s): Choose at least one of the following:


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Additional monographs or readers may be assigned as appropriate.

Course Objectives:

- To recognize significant facts, dates, names, places, events, and ideas in American history before 1877.
- To engage in discussions that promote involved citizenship.
- To study appropriate primary and secondary sources.
- To develop skills for reading, writing, and speaking about American history before 1877.

Measurable Learning Outcomes:

- Demonstrate knowledge about the history of America from colonization to reconstruction.
- Describe the chronological development of institutions, politics, culture, and society in America from colonization to reconstruction.
- Articulate a coherent narrative of American history with an awareness of diversity and cultural pluralism.
- Summarize patterns of change and continuity in the experiences of Americans from different regions, ethnicities, classes, and genders.
- Think critically about evidence from a variety of primary sources.
- Differentiate between historical facts and historical
interpretations provided by secondary sources.
• Respond effectively to essential questions that consider the power of the individual, the influence of cultural values, and the role of chance in early American history.
• Argue a thesis on controversial issues in early America from a historical perspective.
• Evaluate the strengths and the weaknesses of the United States before 1877.

Topical Outline (major areas of coverage):
Because the course has been designated as one of the introductory studies for general education, it bears a distinctive responsibility for teaching foundational knowledge. It must explicitly include a significant writing and speaking component, thus embodying the ideal that these skills are an integral and indivisible part of academic and intellectual endeavors. In addition, it must embrace material from other disciplines, thereby transcending disciplinary limits and emphasizing the interconnectedness of knowledge in an academic community. Furthermore, it must foster a sense of the power of diversity and cultural pluralism. Finally, it must stress the meaning, use, and value of critical thinking. To fulfill the general education requirements, the course provides a chronological study of the following topics:

• The Meeting of Cultures
• Transplantations and Borderlands
• Provincial America
• The Empire in Transition
• The American Revolution
• The Constitution and the New Republic
• The Jeffersonian Era
• Varieties of American Nationalism
• Jacksonian America
• America’s Economic Revolution
• Cotton, Slavery, and the Old South
• Antebellum Culture and Reform
• The Impending Crisis
• The Civil War
• Reconstruction and the New South

Recommended maximum class size for this course: 35

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Brad D. Lookingbill
Date: April 1, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to
facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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