

**HIST250**  
**American History to 1865**  
**3 Credits**

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## **HIST250 Version: 7**



### **American History to 1865**

#### **Calendar Description**

A survey of United States history from colonial times to the Civil War.

#### **Rationale**

This course is an elective for the Advanced Business Administration program.

This course contributes to the fulfillment of many degree requirements in the Humanities, Education, and the Social Sciences.

This course introduces the learner to many of the key themes in American history, most of which are evident today.

The course also introduces the learner to the skills and attitudes of the Historian. Historians produce expert, reasoned judgments about the past. Historians are problem solvers, researchers, effective communicators, and people with a sincere interest and empathy for people. As outlined below, these skills and attitudes are useful in a broad range of career and life pursuits.

#### **Prerequisites**

English 30 or Equivalent

#### **Co-Requisites**

None

#### **General Course Goals**

By the end of this course, the successful student will be able to demonstrate and apply the knowledge and skills of a beginning historian in American History. More specifically, students will be able to

1. demonstrate basic **field knowledge**, by
  - a) telling in outline some of the story of the development of the United States to 1865
  - b) recognizing and talking about some of the key individuals, events, issue and

ideas extant in Colonial and Ante-Bellum America

2. apply some **research skills**, such as
  - a) locating and using appropriate sources
  - b) collecting and organizing research data
  - c) deriving generalizations and conclusions from a broad range of sometimes contradictory data
  - d) constructing a thesis and defending it with a line of argument supported by evidence from adequately cited sources
3. apply the appropriate **writing skills**, by
  - a) using language correctly, concisely and convincingly
  - b) employing the conventions of format and style such that the student's work could be accepted for publication in a scholarly journal.
4. practice as a beginning historian **writing history**, by
  - a) writing a thoughtful, well styled book review
  - b) writing original essays on historical topics from the field which call for synthesis and evaluation
  - c) writing a thoughtful, well structured research paper on a topic using a variety of sources
5. apply the knowledge and skills acquired, by
  - a) relating some of the topics and ideas covered to situations and events in the present day world
  - b) relating some of the topics and ideas covered to situations and events in the learner's personal life

## **Essential Employability Skills**

Essential employability skills are critical for workplace success and lifelong learning. Lakeland College prepares its graduates for the workplace and lifelong learning by integrating and promoting essential employability skills development in its curricula. Each credit course offered at Lakeland College emphasizes one or more of the following five essential employability skills:

- A. **Communication Skills** that enable individuals to listen, interpret, express, and convey knowledge and ideas so that they are received and understood.
- B. **Teamwork Skills** that enable individuals to respect the thoughts and opinions of others as they work together to plan activities, meet deadlines, complete projects, and contribute to an organization's goals.

- C. **Critical Thinking Skills** that enable individuals to conceptualize and analyze issues from various perspectives while rationally evaluating the strengths and limitations of each perspective and deciding what action to take.
- D. **Adaptability Skills** that enable individuals to respond quickly, willingly, and positively to new conditions and changing times.
- E. **Positive Attitude and Behavioural Skills** that enable individuals to be confident about themselves and to deal with people, problems, and situations with honesty, integrity, and personal ethics.

Please refer to the Knowledge/Skills Matrix of this course outline to review the essential employability skills emphasized in this course.

## **Resource Materials**

### ***Required Text:***

Ayers, Edward L., et al. *American Passages: A History of the United States*. (Comprehensive Volume) Fort Worth, Texas: Harcourt College Publishers, 2007.

### ***Reference Text:***

In addition to the major text, other sources may be recommended or required as supplemental reading.

See also the College and Public Library holdings.

## **Conduct of Course**

**This is a 3 credit course with 3 hours of lecture per week. (3-0-0).**

Students acquire general field knowledge by doing the assigned, suggested and other reading. Classroom instruction is largely in lecture form (3 hours per week) with the lectures focusing on specific individuals and events which illustrate in real life terms the larger background trends and issues. There is opportunity for questions and answers and some class discussion. Students will be required to do one book review and one research paper, in addition to a mid-term and final examination. Book reviews and research papers may be discussed with the professor prior to commencement, during their construction and after their completion to provide an opportunity for tutorial assistance with respect to research and writing skills. Students should read ahead in Ayers et al as far as possible and plan to commence other assignments well in advance of due dates. A minimum of 7 hours per week of reading, study and writing time is suggested in addition to class time.

## **Evaluation Procedures**

Weighting given to evaluations will be as follows:

BR = Book Review	20%
ME = Mid-Term Examination	20%
RP = Research Paper	30%
FE = Final Examination	<u>30%</u>
Total	100%

**No supplemental assignments or examination re-writes are permitted in this course.**

## Knowledge/Skills Matrix

**Students apply and demonstrate their knowledge and skills to use**

### A. Communication Skills

<b>A1. by listening, reading, interpreting information, and communicating effectively</b>
Evaluation(s)/Goal(s): BR, ME, RP FE / 1 (a) (b), 2 (d), 3 (a) (b), 4 (a) (b) (c)
<b>A2. by using written, spoken, and/or visual formats and media to communicate and meet needs of each particular audience</b>
Evaluation(s)/Goal(s): BR, RP / 1 (a) (b), 2 (d), 3 (a) (b), 4 (c)
<b>A3. by using libraries, Internet, technical publications, journals and other sources to find pertinent information</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b) (c) (d), 4 (c)

### B. Teamwork Skills

<b>B1. by using interpersonal skills to create an atmosphere that maximizes the strengths of group members to accomplish tasks</b>
Evaluation(s)/Goal(s): n/a
<b>B2. by using interpersonal skills to resolve conflict, relate to others, and assist others</b>
Evaluation(s)/Goal(s): n/a
<b>B3. by contributing and listening to others as group determines realistic objectives, prioritizes tasks, and identifies resources and timelines</b>
Evaluation(s)/Goal(s): n/a
<b>B4. by treating other members of the group open-mindedly and fairly</b>
Evaluation(s)/Goal(s): n/a
<b>B5. by developing tactics/strategies to accomplish tasks</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b), 3 (a) (b)

### C. Critical Thinking Skills

<b>C1. by seeing critical thinking as a lifelong process of self-assessment</b>
Evaluation(s)/Goal(s): BR, RP / 2 (b) (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C2. by examining problems closely</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C3. by examining beliefs, assumptions, and opinions, and weigh them against the facts</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)

<b>C4. by seeking out the truth</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C5. by finding solutions; make decisions</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (a) (c), 4 (c)
<b>C6. by incorporating new ideas that may not necessarily agree with previous thought on the topic</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (c), 5 (b)
<b>C7. by seeing connections between topics and use knowledge from other disciplines to enhance reading and learning experiences</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)

**D. Adaptability Skills**

<b>D1. by working independently or as part of team</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) (c)
<b>D2. by carrying out multiple tasks or projects</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b), 3 (b), 4 (a) (c)
<b>D3. by being innovative and resourceful: identify and suggest alternative ways to get the job done</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (c)
<b>D4. by being open and respond constructively to change and uncertainty</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (b) (c)

**E. Positive Attitude and Behavioural Skills**

<b>E1. by dealing with people, problems, and situations with honesty, integrity, and personal ethics</b>
Evaluation(s)/Goal(s): RP / 2 (d), 3 (b)
<b>E2. by showing interest, initiative, and effort</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 1 (b), 2 (a) (b), 3 (a) (b), 4 (a) (b) (c), 5 (a) (b)
<b>E3. by affirming the need for positive solutions and encourage positive interaction and feedback</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 3 (a) (b), 4 (a) (b) (c)
<b>E4. by balancing personal and family activities with job-related activities</b>
Evaluation(s)/Goal(s): BR, RP / 4 (a) (b) (c), 5 (b)

**Grades**

*A minimum grade of D is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-60	61-65	66-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

## Attendance

Attendance is taken in this course. An absence rate in excess of 20% of classes may result in the student being required to withdraw from the course.

Regular, punctual attendance is expected.

## Course Units/Calendar

1. Introduction to the Course
2. The Founding of New England
3. Democracy and Mercantilism
4. Awakening and Enlightenment
5. The Road to Revolution
6. Book Review Due
7. The American Revolution
8. The New Republic
9. Mid-Term Examination
10. Jeffersonianism
11. Slavery: The Institution and the Issues
12. Manifest Destiny
13. Research Paper Due
14. The Secession
15. The Civil War
16. Abraham Lincoln
17. Final Examination



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