Course Outcomes Blueprint for Socio-Cultural Analysis

Course Number and Title: HTY 122: US History 1800-1900

Credit Hours: 3  
Course Type: Survey  
Pre-reqs: EYE and College Writing (or concurrent)

Course Description: A thematic treatment of the nineteenth-century United States and its peoples. Chronological coverage of the nation’s political, social, economic, intellectual, and institutional development provides the context for addressing the personalities and events of the country and its relations with the larger world.

Learning Outcomes: [All SCA courses should engage students in Outcome 5 and any three other outcomes]

*Note, Department Outcomes and Student Demonstrations of Learning are adapted from the American Historical Association’s History Discipline Core Competencies and Learning Outcomes. FMI, see: http://www.historians.org/tuning

After completing an SCA course students will:

Core Outcome (CO): (1) have knowledge of one or more socio-cultural systems over time or across the world.

Department Outcome (DO): Students will understand the dynamics of change over time and explore the complexity of human experience across time and space in the context of American History from 1800-1900. Students will also study issues and events in American history through the lens of gender, race, and class, as well as America’s position in the global political economy.

Student Demonstration of Learning (SDL): Students will complete exams, write short analytical essays, and participate in class discussions based on assigned textbooks, lectures, and other material (films, primary and secondary sources, etc). Students will employ and analyze specific primary and secondary sources in exams, discussions, and, when appropriate, oral presentations. Students will be able to narrate and contextualize historical events from multiple perspectives (written or orally).

(2) CO: employ one or more conceptual frameworks and understand one or more disciplinary methods that shed light on human behaviors in social contexts

DO: Students will explore multiple historical and theoretical viewpoints that provide perspective on the past and evaluate a variety of historical sources for their credibility, position, and perspective. For example, in HTY 122 students will study
multiple perspectives surrounding the passage and implementation of the Indian Removal Act (1830) as well as Social Reform movements of the 1830s and 1840s, including abolition, temperance, and women’s rights. To this end, students will study, for example, why some Americans supported the abolition of slavery, while the majority did not for complex social, economic, cultural, religious, and racial reasons.

**SDL:** Students will read and be introduced to primary and secondary sources in the classroom from a variety of perspectives and viewpoints—including from those who lived during the era being studied as well as changing historiographical perspectives and analyses offered by historians from 1800 to the present. Students will be encouraged to discuss and debate these differing viewpoints in class and will be taught methods for evaluating written, oral, visual, and other multimedia sources, both primary and secondary. Students will demonstrate their ability to evaluate these types of sources in the larger historical context of the era being studied on exams and in short essay assignments throughout the semester.

(3) **CO:** describe ethical issues and the effects of behaviors associated with relevant public and private roles students may experience (e.g., community member, family member, consumer, producer).

**DO:** N/A

**SDL:** N/A

(4) **CO:** describe how conflicts in the world develop from differing interpretations of events over time or across cultures.

**DO:** Students will learn to recognize the value of conflicting narratives and evidence, especially when dealing with events such as: the War of 1812, the Civil War, and the Spanish American War. For example: students will read primary and secondary sources dealing with a variety of responses and perspective regarding the outbreak of the Civil War, including: politicians, Union and Confederate soldiers, free and enslaved African Americans, and women working on the homefront in both the North and the South.

**SDL:** See SDL under CO (5)

(5) **CO:** demonstrate skills of effective communication and analysis.

**DO:** Students will learn to (a) generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed; (b) write effective narrative that describes and analyzes the past for its use in the present; and (c) understand that the ethics and practice of history mean recognizing and building on other scholars’ work, peer review, and citation.
SDL: Students will complete exams, write short analytical essays, and participate in class discussions based on assigned textbooks, lectures, and other material (films, primary and secondary sources, etc). Students will employ and analyze specific primary and secondary sources in exams, discussions, and, when appropriate, oral presentations. Students will be able to narrate and contextualize historical events from multiple perspectives (written or orally). Students will be introduced to disciplinary citation standards.

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