

# NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

## COURSE SYLLABUS

**Course Title:** U.S. History I

**Course #:** HIS 201

### **Course Description: 3 Credits**

The class will be divided into two parts. The first section will encompass the Colonial Era and the War for Independence. Topics for discussion will include colonial life, the road to rebellion, and the American Revolution. The second section will focus on the Early National Period and the Antebellum Period. In our study, we will address the development of the American government and society following the Revolution. Topics for discussion will include American politics, slavery, and the origins and rise of sectional conflict.

**Pre-requisite/Co-requisite:** ENG\* 101 or ENG\* 101W, with a “C” or better, OR ENG\* 101 with concurrency.

- Goals:**
- To acquaint students with the social, economic and political movements from the pre-colonial era through the American Civil War.
  - To develop an appreciation for history and historiography from the perspective of different cultural groups with attention to race, gender, ethnic and class issues.
  - To recognize the complexity of American history and its relevance to life today.
  - To appreciate the importance of both war and politics in American history

**Outcomes:** At the end of this course, students should be able to:

- Analyze primary and secondary historical sources.
- Define and evaluate the concept of historical agency
- Analyze the development of the so-called “Age of Discovery”
  - Describe the role of Columbus and other European explorers
  - Compare pre and post-Columbian native culture
  - Appraise the Spanish Conquest
  - Describe the European race for colonies
- Analyze the settlement of the English New World
  - Compare and contrast the following settlements: Jamestown, Plymouth/Massachusetts Bay, and Pennsylvania
- Describe the Colonial Era
  - Discuss the development colonial governments and societies with special attention paid to the following:
    - the differences between corporate, proprietary, and royal
    - New England theocracies
    - mercantilism
    - slavery
    - the evolving relationship with England
    - “Salutary neglect”

Interpret the coming of the American Revolution

- Appraise the importance of the Seven Years’ War
- Examine the role of Taxation with special emphasis on the following: Sugar Act, Stamp Act, Townshend Duties, Tea Act, and the Coercive Acts
- Describe the colonial reaction to Britain’s actions
- Identify the following: Committees of Correspondence, Sons of Liberty, Boston Massacre, and the Boston Tea Party
- Analyze the ideological reasons for the Revolution
  - Identify and discuss Locke’s Social Contract Theory

- Interpret the American Revolution
  - Appraise the development of the Military Revolution
    - Lexington/Concord, Fabian strategy, Saratoga, Yorktown
  - Discuss the development of the Ideological Revolution
  - Examine the Revolution as a civil war
    - Patriots/rebels vs. Loyalists/Tories
  - Demonstrate the importance of women in the conflict
  - Analyze the development of the Political Revolution
    - Describe and analyze the following: Declaration of Independence and the Articles of Confederation
- Assess the Early National Period
  - Interpret the reasons for the Constitutional Convention
  - Describe the U.S. Constitution
    - Explain the ratification process
  - Examine Washington's Administration with special attention paid to the Federalist Honeymoon, Alexander Hamilton's Reforms, the development of the first political party system, and Jay's Treaty
  - Examine Adams' Administration with special attention paid to the Alien and Sedition Acts, the Quasi-war with France, and the X, Y, Z Affair
  - Examine Jefferson's Administration with special attention paid to: Louisiana, Lewis and Clark, and the developing Supreme Court
- Describe the Antebellum period with an emphasis placed on the following areas: the War of 1812, the Monroe Doctrine, the Jacksonian Era, the Indian Removal Act, the Growth of Sectionalism, the Missouri Compromise, Abolitionism, and Secessionists
- Analyze the coming of the Civil War
  - Identify and assess the importance of the following: the Republican Party, Containment vs. expansion of slavery, Lincoln, and the Election of 1860

### **College Policies**

**Plagiarism:** Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your "Student Handbook" under "Policy on Student Rights," the Section entitled "Student Discipline," or the College catalog for additional information.

**Americans with Disabilities Act (ADA):** The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is [cwoodcock@nwcc.edu](mailto:cwoodcock@nwcc.edu).

**School Cancellations:** If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College's website at [www.nwcc.edu](http://www.nwcc.edu). Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

**Use of Electronic Devices:** Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

**Sexual Assault and Intimate Partner Violence Resource Team:** NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim's needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orloski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

Last update: 8/16