

Course Outline for: HIST 1111 United States History 1**A. Course Description:**

1. Number of credits: 4
2. Lecture hours per week: 4
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal #5 - History and the Social and Behavioral Sciences
Goal #7A - Human Diversity, Race, Power, and Justice in the United States

Through our exploration and sharing of the past, we come to a better understanding of the United States and its people and what we could make for our futures. As students of the past, we investigate whose stories get told and whose stories have been left buried, ignored, or forgotten. Examining primary sources (things people created during their lives, for their own purposes) and secondary source claims (what "histories" say about that past) allows us to analyze how groups interacted in the past and how power affected individual lives and interactions through to the Civil War and Reconstruction. Individual and group analysis and critical thinking together get us closer to understanding the choices, limits, and options that controlled their visions of the possible. Students will develop vital skills in source evaluation and analysis as well as how to communicate historical knowledge about current issues with clarity and nuance.

B. Date last reviewed/updated: March 2025**C. Outline of Major Content Areas:**

1. The Age of Exploration
2. Colonial America
3. Revolutionary Era
4. The Early National Period
5. Reform and Expansion
6. The Road to the Civil War
7. The Civil War and Reconstruction

D. Course Learning Outcomes:

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

1. Demonstrate a broad understanding of U.S. history from pre-contact through the Civil War from a historical perspective (Goal 2a, 5a)
2. Describe the changing experiences and meaning of group identities in the US from a historical perspective (Goal 5a, 7Aa, 7Ab, 7Ad)
3. Apply historical thinking to understand the ways in which different groups have influenced the development of American society and culture (Goal 2b, 2d, 5a, 5b, 7Ad)

4. Distinguish between primary and secondary materials when analyzing historical sources (Goal 2b, 5a, 5b, 5c)
5. Construct communications for diverse audiences based on historical evidence and methods (Goal 2c, 5a, 5d, 7Ae)
6. Describe the experiences and contributions of diverse peoples within their distinctive historical contexts, particularly marginalized groups excluded from traditional narratives (Goal 2b, 5a, 5b, 7Ab, 7Ad)

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Ungraded or "low-stakes" assignments intended to provide instructors with immediate feedback on their instruction and improve student understanding of the course material. Examples: think-pair-share discussions; brief in-class writing exercises; reflection papers; and mid-semester course evaluations. Ungraded assignments may be either individual or group.
2. Graded assignments intended to assess student understanding of the course material. Examples: objective exams (multiple choice, true/false and fill-in-the-blank); essay or short answer exams; papers (research, description or source analysis); and oral presentations. Graded assignments may be either individual or group.
3. Extra credit opportunities. Examples: reflection or reaction papers, based upon course material or attendance at a relevant cultural event or historical site; research or source analysis papers; and oral presentations.

F. Special Information:

None