



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**HIS3410 U.S. History to 1877**  
**3 Semester Hours**

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**Student Learning Outcomes & Enabling Objectives**

1. Explain and utilize historical concepts, terms, and perspectives, e.g. chronology, periodization, historiography, revisionism, interpretation, evidence, causation, and consequence.
  - (a) Apply historical concepts, terms and perspectives in writing, e.g. through the discussion board, the research essay, and the documents exam,
  - (b) Apply historical concepts, terms and perspectives orally, e.g. through regular class engagement and the research presentation.
2. Examine primary sources relevant to U.S. history to 1877.
  - (a) Identify repositories for and types of primary sources particular to U.S. history to 1877, e.g. British colonial records, U.S. federal and state records, diaries of prominent individuals, organizational records, physical evidence at historical sites.
  - (b) Evaluate primary sources systematically in order to establish reliability, sufficiency, and utility.
3. Acquire and develop knowledge and understanding of the chronology of U.S. history to 1877.
  - (a) Identify and explain major events, developments, and the role of individuals in U.S. history.
  - (b) Assess the significance of these events, developments, and individuals in the context of U.S. history and world history.
4. Acquire and develop knowledge and understanding of some historiographical themes and theoretical perspectives relevant to U.S. history to 1877.
  - (a) Evaluate some historiographical debates, e.g. the origins of the American Revolution, the causes of the American Civil War.
  - (b) Apply some theoretical perspectives, e.g. Manifest Destiny, American exceptionalism.
5. Examine the relationship between the geography of the United States and its history.
  - (a) Apply geographical terms and concepts (e.g. region, population, migration) in historical context.
  - (b) Analyze the relevance of physical features (e.g. climate, topography, and natural resources) in shaping human and environmental developments in the United States.
  - (c) Analyze the relevance of cultural factors (e.g. language, religion, race and ethnicity) in shaping human development and interaction in the United States.

6. Examine the relationship between state, national, and global economic developments and U.S. history to 1877.
  - (a) Apply economic terms and concepts (e.g. mercantilism, laissez faire, competition) in historical context.
  - (b) Analyze the role of trade in U.S. history to 1877.
  - (c) Analyze the development of key economic sectors in the United States e.g. mining, lumber, agriculture, and manufacturing.
  - (d) Analyze the development of infrastructure in the United States e.g. canals, railways, roads, and bridges.
  - (e) Analyze the relationship between wealth and power in the United States.
  - (f) Analyze the cultural differences originating from rural and urban economic development in the United States.
  
7. Examine the relationship between politics and U.S. history to 1877.
  - (a) Apply political terms and concepts (e.g. government, federalism, sovereignty, citizenship) in historical context.
  - (b) Evaluate the impact of presidents, political parties, and the judiciary on the United States.
  - (c) Explain the significance of the U.S. Constitution.
  - (d) Assess the impact of citizen groups on political and social developments in the United States, e.g. the abolitionist and temperance movements, and opposition to those movements.
  - (e) Assess the significance of U.S. foreign relations in a domestic and global context.
  
8. Develop domain-specific and transferable skills.
  - (a) Improve critical thinking (analysis and synthesis of arguments).
  - (b) Improve competence in composition (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, precise spelling and grammar, and accurate referencing).
  - (c) Improve competence in presentation (arguments supported by evidence, historiography, and theoretical perspectives, and characterized by sound structure, effective use of Information and Communication Technology, confident articulation, and accurate referencing).

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These SLOs are not approved for experiential credit.

**Effective: Fall 2017**