

**Course Outline for HIST 7**

**US HISTORY THROUGH RECONSTRUCTION**

**Effective: Fall 2019**

**I. CATALOG DESCRIPTION:**

HIST 7 — US HISTORY THROUGH RECONSTRUCTION — 3.00 units

A survey of United States history from its pre-colonial, indigenous origins through the end of Reconstruction. Emphasis on (1) distinctively American patterns of political, economic, social, intellectual, and geographic developments, (2) the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American History, and (3) the evolution of American institutions and ideals including the U.S. Constitution, the operations of the U.S. government, and the rights and obligations of U.S. citizens under the Constitution.

3.00 Units Lecture

**Grading Methods:**

Letter or P/NP

**Discipline:**

- History

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Expected Outside of Class Hours:</b>	108.00
<b>Total Hours:</b>	162.00

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.
- B. Analyze multiple causes for an historical event, and properly evaluate why that event happened.
- C. Identify various interpretations used by historians to explain United States history up through Reconstruction.
- D. Identify the major time periods and relevant geography of the United States history up through Reconstruction.
- E. Analyze and evaluate the major economic, social, political, and cultural developments in the United States history up through Reconstruction.
- F. Analyze and evaluate the experiences and conflicts of diverse groups of people, including common people, in the United States history up through Reconstruction.
- G. Analyze, describe, and explain the motives, settlement and organization of European colonies in North America, and the impact on the Native American environment and cultures.
- H. Trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
- I. Analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
- J. Make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
- K. Identify and analyze the successes and failures of Reconstruction.

**V. CONTENT:**

- A. Native American civilizations prior to European conquest and colonization;
- B. Europe and Africa in the age of exploration and colonialism;
- C. Spanish, French, and Dutch conquest and settlement in North America, 1500-1700;
- D. Early English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American people;
- E. Origins and development of African slavery in the Americas; Atlantic slave trade; economics and cultural bases of slavery; African American culture in slavery;
- F. Regional colonial development, 1700-1750; northern colonies, middle colonies, southern colonies.
- G. Social and political impact of the Enlightenment and Great Awakening;
- H. Crisis of empire: French and Indian War; taxes and protests;
  - I. American Revolution; Declaration of Independence; military aspects of war; social, political, and economic impact of war; impact of revolution on African Americans, Native Americans, and women;
  - J. Politics and government of the United States, 1777-91; political philosophies of the framers; Articles of Confederation; drafting and

ratification of the Constitution; operations of the U.S. government; rights and obligations of citizens under the Constitution; Bill of Rights;

- K. Early republic from Federalist era through War of 1812; rise of political parties; Federalists and Jeffersonian Republicans; early westward expansion and Native American responses; diplomatic crises and conflict with Great Britain and France;
- L. Market and early industrial revolutions; changes in urban north; growth of slavery and cotton cultivation in southern states; culture of slavery for blacks and whites in the south;
- M. The Jacksonian era; new political parties and realities; Age of Reform and Second Great Awakening; abolition, temperance, and women's rights movements; Native American removal;
- N. Westward expansion and Manifest Destiny, 1820-1850; Missouri Compromise; American advance to the Pacific; conflict with Great Britain; acquisition of Texas; war with Mexico; California Gold Rush; impact on Native American societies and Hispanic peoples of southwest and west; the Chinese immigrant experience;
- O. Sectional crisis, 1850-1860; Compromise of 1850; escalation of sectional conflict; political party realignment; path toward southern secession;
- P. Civil War, 1861-1865; causes of war, both immediate and long-term; military, social, political, and economic aspects of war; African American experience and role during war;
- Q. Reconstruction, 1865-1877; African American experience; constitutional amendments; expansion of federal government and its evolving relationship to state governments; legacy of failures and successes of Reconstruction.

#### VI. METHODS OF INSTRUCTION:

- A. Internet sites
- B. **Audio-visual Activity** - supplemental material to address various learning styles.
- C. Original source materials (i.e., political cartoons, literature)
- D. **Lecture** - on major themes, events, and personalities
- E. **Discussion** - significant issues, especially those of contemporary relevance
- F. Internet/Online Delivery modality: lecture, class discussion, multimedia presentations, podcasts, via learning management system

#### VII. TYPICAL ASSIGNMENTS:

- A. Essays and other writings analyzing assigned readings, both primary and secondary.
  - 1. Write a paper of 1500 words using excerpts from Common Sense and the Declaration of Independence to explain and analyze the political goals of the American Revolution.
- B. In-class quiz based on required reading.
  - 1. Write a mini-essay (approx. 1 page) on Howard Zinn's Chapter 5 thesis concerning the nature of the United States Constitution.
- C. Group presentation on the course of the sectional crisis of the 1850s, and the political, social, and economic developments that led to the Civil War.

#### VIII. EVALUATION:

##### Methods/Frequency

- A. Exams/Tests
  - Professor assign one or more essay exams, midterms, and final throughout the semester.
- B. Quizzes
  - Professor may assign quizzes throughout the semester.
- C. Research Projects
  - Professor will assign one or more research projects throughout the semester.
- D. Papers
  - Professor may assign a paper/papers throughout the semester.
- E. Oral Presentation
  - Professor may assign oral presentations throughout the semester.
- F. Group Projects
  - Professor may assign group work throughout the semester.
- G. Class Participation
  - Class participation could be used as a method of evaluation for students.
- H. Other
  - 1. In-person modality:
    - a. Application/written exercises,
    - b. Problem solving exams and quizzes
    - c. Research reports
    - d. Oral and written presentations
    - e. Team projects.
  - 2. Internet/Online Delivery modality:
    - a. Application/written exercises
    - b. Problem solving exams and quizzes
    - c. Research reports
    - d. Participation in discussion board
    - e. Team projects via learning management system.

#### IX. TYPICAL TEXTS:

- 1. Boyer, P et. al., . (2018). *The Enduring Vision, Vol. 1: to 1877* (9th ed.). New York, NY: Cengage Learning.
- 2. Faragher, John Mack et. al., . (2016). *Out of Many: A History of the American People, Vol. 1* (8th ed.). Upper Saddle River, New Jersey: Prentice Hall.
- 3. Foner, E. (2017). *Give Me Liberty! An American History, Vol 1* (5th ed.). New York, NY: W. W. Norton.
- 4. Zinn, H. (2005). *A People's History of the United States, 1492-Present* (Updated ed.). New York, NY: Harper Collins.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Outline notes, study guides prepared by instructors and sold in the campus bookstore Examination books, scantrons
- B. Access to the World Wide Web with any major Web browser.