

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

HIST 8 - United States History to 1877

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level V; English Level IV

Transfer Status: CSU/UC

51 hours Lecture

A survey of the history of the United States, from pre-colonial North America to the end of Reconstruction, that addresses important political, economic, social, and cultural developments. Themes may include but are not limited to aspects of class, race, and gender; systems of labor; intellectual, technological, social, and cultural history; the role of geography; and foreign relations. The course also introduces students to the historical reasoning skills necessary to form their own understanding of the past, and of contemporary society. (C-ID HIST 130).

II. OBJECTIVES

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

- A. identify important political, economic, technological, social, and cultural developments in the American past.
- B. explain historical events and developments in chronological and contextual relation to one another.
- C. recognize the diversity of historical experiences, and the contributions of major social and ethnic groups.
- D. find, study, evaluate, and interpret primary and secondary sources, synthesize information, and compose arguments grounded in knowledge of the past.
- E. employ his/her knowledge of the past and ability to analyze information to develop a critical consciousness of self, society, and the world.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Introduction to the Study of History			3.00
2. Native Cultures			3.00
3. Three Worlds Meet: Europe, Africa, America			3.00
4. Colonial North America			6.00
a. The Spanish Borderlands			
b. The Chesapeake Colonies			
c. The New England Colonies			
d. The Middle Colonies			
5. Revolutionary America			6.00
a. The Causes of the American Revolution			
b. The Declaration of Independence			
c. The War for Independence			

6. Forming a New Nation	6.00
a. The Articles of Confederation	
b. The Constitution	
7. The Market Revolution and Early American Society	6.00
8. Westward Expansion and Manifest Destiny	6.00
9. The History and Politics of Slavery	6.00
10. Secession and The Civil War	3.00
11. Reconstruction	3.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Collaborative Group Work
- E. Class Activities
- F. Multimedia Presentations
- G. Homework: Students are expected to complete two hours of outside-of-class homework for each hour of lecture. A major part of that time will be spent reading both primary and secondary sources, including but not limited to monographs, articles, course readers, textbooks, literature and/or websites.

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Research Projects
- D. Oral Presentation
- E. Written Assignments
- F. Class Discussion
- G. The course includes a 2500 word writing requirement. The writing requirement may be fulfilled by any combination of essay or paragraph-length exam questions, formal essays or research papers, and/or in-class or out-of-class writing activities.

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the essay, "Why Study History," by Peter Stearns. Rank the six reasons that he provides, with the reason you find most convincing first and descending to the reason you find least compelling. Arrive in class prepared to discuss the reading and your thoughts.
 - 2. Read the Prologue to our book, *A Voyage Long and Strange*. Arrive in class ready to discuss author Tony Horwitz's thoughts on why sixteenth century North America is largely overlooked in history textbooks and classrooms, and his approach to writing this book.
- B. Writing Assignments
 - 1. Compose a 500-750 word essay in response to the question: Should John Brown's raid at Harpers Ferry be considered the act of a freedom fighter determined to liberate slaves? Or was the raid the act of a terrorist aiming to spread panic throughout the South? The essay should include specific references to primary sources. It should also reflect accurate knowledge of John Brown and the issues/circumstances surrounding the raid.
 - 2. Using the UC Berkeley Library webpage "Evaluating Web Pages" as a guide, compose a one page critique of a website focused on a topic in United States History. Include specific

examples from the website throughout your critique.

C. Out-of-Class Assignments

1. Watch the first five minutes of the YouTube video, "How to Create a Concept Map." Continue watching to learn how to make concept maps using paper, MSWord, or Google Drive. Create a concept map for this main concept: "Spanish Exploration and Colonization in North America, 1492-1821." Using the model suggested in the video, build your map using at least twenty words that are related to the concept.
2. Perform an online search for primary sources for a topic in United States History. In a paragraph, summarize your experience providing examples of the results. Next, read the CSU Long Beach webpage "How to Find Primary Documents from the Internet." Use some of the suggested Google techniques (including the advanced techniques) to search for primary sources on the same topic. In a paragraph, describe how your experience differed, again providing examples of the results.

VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Foner, E. Give Me Liberty!: An American History (Volume 1). 4th Edition. W. W. Norton & Company, 2013.
- B. Douglass, F. Narrative of the Life of Frederick Douglass, an American Slave. 2013 Edition. Simon & Brown, 2013.
- C. Horwitz, T. Midnight Rising: John Brown and the Raid that Sparked the Civil War. 1st Edition. Picador, 2012.
- D. Butler, O.E. Kindred. 1st Edition. Beacon Press, 2003.

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Date: 04/18/2016