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Course Outline for HIST 7

US HISTORY THROUGH RECONSTRUCT

Effective: Fall 2004

I. CATALOG DESCRIPTION:

HIST 7 — US HISTORY THROUGH RECONSTRUCT — 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, representative democratic government, the framework of California state and local government, and the relationship between state/local government and the federal government.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

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:

1. interpret, understand, analyze, explain, and appreciate the history of the United States from its colonial origins through the Reconstruction era;
2. discuss, evaluate, and define issues and the concepts of the economic, social, cultural, and political order and their interaction in response to changing historical circumstances;
3. describe and explain the relationship between federal, state and local governments;
4. compare and contrast the rights and obligations of U.S. citizens under the federal and California State Constitutions;
5. examine the intersection of race/ethnicity, class, gender and religion from the colonial period through Reconstruction;
6. explain the impact of the Slave Trade from the colonial period through the Civil War.

V. CONTENT:

- A. Pre-1492 Europe, America(s), and Africa:
 1. In this segment, the focus will be on European exploration, its technology, and the nature of the contacts among these three worlds.
- B. Colonial settlements and foundations of American institutions:
 1. The course will develop the nature of European and African culture that was integrated into new social, political, and religious forms.
- C. Immigration, social and economic life:
 1. Discussion will focus on those groups that migrated into the new settlements and the economic and social life that resulted.
- D. Factors in the American Revolution:
 1. Discussion will focus on the extent to which Americans enjoyed a period of "salutary neglect" and become revolutionary when the Empire chose to control them more closely.
- E. The political philosophy of the constitutional framers:
 1. Analysis of the debate concerning the concepts of federalism, democracy, republicanism, separation of powers, judicial review and individual liberties.
- F. The Federalist Era:
 1. The creation of the new nation, its culture and politics, as well as the development of party politics, constitute the main themes in this segment.
- G. The Jeffersonian Era:
 1. The nation expands, its politics change shape, and America engages in another war with Britain.
- H. Nationalism in early 19th Century:
 1. Romanticism in literature and life, the sense of the new nation, and the way America is different from Europe are main themes.
- I. The Age of Andrew Jackson:
 1. Jacksonian Democracy marks the rise of the Common Man and is itself marked by the War on the Bank. The impact of the West on American politics is now significant.

J. Economic and social developments:

1. Early urbanization, commercialization, the rise of the Cotton South and industrialization are influenced by the tariff and internal improvements and lead to increased sectionalism.

K. Manifest Destiny and the Mexican War:

1. Expansionism (acquisition of Western Territories) and war intensify sectionalism; The Treaty of Guadalupe Hidalgo; Mexican Cultures.

L. California:

1. Discovery of gold as well as the nature of the California experience, California Statehood, California Constitution & the Division of State Powers.

M. Toward Southern Secession:

1. Dred Scott, demands by the South for recognition of southern "property rights," the War in Kansas, John Brown and the election catapult the nation into civil war.

N. The Civil War:

1. As the first modern war, its magnitude and impact for the modern world are critical issues.

O. Reconstruction:

1. Assassination, constitutional amendments, failure of attempts to change the nature of race relations from Washington hold the key to the next hundred years of culture and politics in much of the nation; the federal government's evolving relationship to state and local governments.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - on major themes, events, and personalities
- B. **Discussion** - significant issues, especially those of contemporary relevance
- C. Distance Education/Web Based
- D. Original source materials (i.e., political cartoons, literature)
- E. Internet sites
- F. **Audio-visual Activity** -

VII. TYPICAL ASSIGNMENTS:

A. Reading: 1. Students will be required to read and critically analyze a variety of texts (primary, secondary sources, as well as web-based material). 2. Small group discussion questions regarding week's reading assignments a. How did the Continental Congress develop? What is its relation to the states and independence? b. Why was religion important for slaves? B. Writing, problem solving or performance: 1. Research/term paper pertaining to the content of the course 2. Oral discussion of written assignments 3. Oral History Projects with written support 4. Field Trips with written evaluation 5. Journal Writing in response to primary document readings

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes

B. **Frequency**

1. Frequency of Evaluation:
 - a. Midterm examinations and final examination
 - b. Quizzes as appropriate throughout the semester

IX. TYPICAL TEXTS:

1. Davidson et al., *Nation of Nations: A Narrative History of the American Republic, Volume I*. 2nd ed., McGraw Hill, 2001.
2. Boyer et al *The Enduring Vision, Volume I*. 3rd ed., D.C. Heath and Company., 1996.
3. Faragher, John Mack et al *Out of Many. Volume 1*. 4th ed., Prentice Hall, 2003.
4. Field, Mona and Charles Sohner. *California Government & Politics Today*. 10TH ed., Addison-Wesley, 2002.
5. Gerston, Larry N. and Terry Christensen *California Politics & Government*., Wadsworth, 2003.
6. Randall, Willard Sterne and Nancy Nahra. *American Lives. Volume 1*. ., Longman, 1997.
7. Wilson, John *Forging the American Character. Volume 1*. 4th ed., Prentice Hall, , 2003.
8. Zinn, Howard *A People's History of the United States*. ., Harper Perennial, 1999.
9. California Constitution on line at www.leginfo.ca.gov/const/html.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Outline notes, study guides prepared by instructors and sold in the campus bookstore Examination books, scantrons