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### Course Outline for HIST 7

## US HISTORY THROUGH RECONSTRUCT

Effective: Fall 2013

### 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>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	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. identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.
2. analyze multiple causes for an historical event, and properly evaluate why that event happened.
3. Identify various interpretations used by historians to explain United States history up through Reconstruction.
4. identify the major time periods and relevant geography of the United States history up through Reconstruction.
5. analyze and evaluate the major economic, social, political, and cultural developments in the United States history up through Reconstruction.
6. analyze and evaluate the experiences and conflicts of diverse groups of people, including common people, in the United States history up through Reconstruction.
7. 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.
8. 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.
9. 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.
10. make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
11. identify and analyze the successes and failures of Reconstruction.

### V. CONTENT:

- A. Native American civilizations before 1500; South American natives; North American natives.
- B. Europe in the age of Renaissance and exploration.
- C. The Spanish discovery and conquest of the Americas, 1500 - 1600, and impact on American cultures of European ethnocentrism and diseases.
- D. French and Dutch settlement in North America before 1700.
- E. The English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American people; comparison and contrast of English colonial life.
- F. The origins and development of African slavery in the Americas; the European involvement in the slave trade; the economics and cultural bases of slavery, African American culture.
- G. Regional colonial development, 1700- 1750; the northern colonies (New England, New York, Pennsylvania); the southern colonies (Virginia, Maryland, North and South Carolina)
- H. The beginnings of an American independence movement, 1750 - 1775; the impact of changing social values; the impact of new political ideas.

- I. The American evolution 1775-1783; military aspects, the social, political and economic impact of war; impact of Revolution on African-Americans, Native Americans and women.
- J. The confederation and early national periods, 1783 - 1800; the Articles of Confederation; the drafting and ratification of the Constitution; codification of slavery into state and national constitutions; early republic under Federalist rule.
- K. The United States 1800 - 1815; early westward expansion and Native American responses; diplomatic crises with Great Britain and France; the War of 1812.
- L. the industrial revolution of the early nineteenth century; changes in the urban north; expansion in the Old Northwest (Ohio, Indiana, Illinois)
- M. The growth of slavery in the southern United States, 1800 - 1830; the spread of slavery to the Old Southwest (Mississippi, Alabama, Louisiana); the culture of slavery for whites and blacks in the south.
- N. The Jacksonian era, 1820 - 1840; economic expansion; industrial development, transformations; new parties, new rules of politics.
- O. The reform period of the early nineteenth century; the impact of evangelical religions: the Second Great Awakening in the north; abolitionism, temperance, and women's rights as efforts to perfect society.
- P. Westward expansion and Manifest Destiny, 1820 - 1850; the American advance into the Pacific Northwest; conflicts with Mexico and Great Britain; the impact of the absorption of Hispanic peoples of Southwest into the U.S.; the development of an ideology of national purpose.
- Q. The sectional crisis, 1845 - 1860; Texas, California, and the war with Mexico; political disputes over slavery, including both anti- and pro-slavery arguments; the dividing of the United States into two societies.
- R. The Civil War, 1861 - 1865; causes of the war: immediate and long term; military aspects, social and economic changes wrought by war; African-American responses to participation in the War; the end of slavery; consequences and legacies of the war.
- S. Reconstruction: 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. Internet/Online Delivery modality: lecture, class discussion, multimedia presentations, podcasts, via learning management system
- B. **Lecture** - on major themes, events, and personalities
- C. Internet sites
- D. **Audio-visual Activity** - supplemental material to address various learning styles.
- E. Original source materials (i.e., political cartoons, literature)
- F. **Discussion** - significant issues, especially those of contemporary relevance

#### VII. TYPICAL ASSIGNMENTS:

In-person modality:

Example #1: essays and other writings analyzing assigned readings, both primary and secondary. 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.

Example #2: written responses to direct questions, based on the lectures and readings. In an essay of 750 words, explain the course of the sectional crisis of the 1850s, and evaluate the forces that led to the Civil War.

Internet/Online Delivery modality:

Example #1: essays and other writings analyzing assigned readings, both primary and secondary. 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.

Example #2: written response to direct questions, based on the lectures and readings. In an essay of 750 words, explain the course of the sectional crisis of the 1850s, and evaluate the forces that led to the Civil War. Submission of these assignment via e-mail or online drop box.

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Papers
- 5. Oral Presentation
- 6. Group Projects
- 7. Class Participation

##### B. **Frequency**

- 1. Frequency of Evaluation:
  - a. Midterm examinations and final examination
  - b. Quizzes as appropriate throughout the semester
  - c. All other methods of evaluation are at the discretion of the instructor.

#### IX. TYPICAL TEXTS:

- 1. Foner, et al (2011). *Give Me Liberty!* (3rd ed.). New York: W.W. Norton & Company.
- 2. Faragher, John Mack et al (2011). *Out of Many, Volume 1* (7th ed.). New Jersey: Prentice Hall.
- 3. Field, Mona (2011). *California Government and Politics Today* (13th ed.). : Pearson.
- 4. Boyer, P. et al. (2013). *The Enduring Vision* (8th ed.). : Cengage Learning.
- 5. California Constitution on line at [www.leginfo.ca.gov/const/html](http://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
- B. Access to the World Wide Web with any major Web browser.