

GROSSMONT COLLEGE

Official Course Outline

HISTORY 108 – EARLY AMERICAN HISTORY

1. <u>Course Number</u>	<u>Course Title</u>	<u>Semester Units</u>	<u>Hours</u>
HIST 108	Early American History	3	3 hours lecture

2. Course Prerequisites

None.

Recommended Preparation

A “C” or “CR” grade or higher in English 110 or equivalent.

3. Catalog Description

A survey of the early political, social, and cultural development of the entire geographic area that is now the United States, with emphasis upon the origins of basic American institutions and ideals.

4. Course Objectives

The student will:

- a. Differentiate between myth and reality in early American history.
- b. Compile list of books and non-print resources on relevant historical topics and events in order to research historical topics.
- c. Use maps and atlases to locate regions, sites, and landforms to better understand the physical content of early American history.
- d. Critique articles about the early history of America.
- e. Analyze economic change, social change, intellectual movements and the importance of science and technology in America's development.
- f. Evaluate significant theories of historical development.
- g. Analyze how various geographical areas and groups, such as ethnic minorities and women, influenced early American history.
- h. Analyze the relationships between regions of the U.S. in the context of major events.
- i. Analyze the origins of our political system throughout the entire area that is now the United States.
- j. Distinguish major constitutional issues and developments.
- k. Comprehend how our political system has changed between the colonial period and 1876.
- l. Evaluate the relationships of state and local governments with the federal government in the context of major events.
- m. Examine the rights, obligations, and activism of citizens under the U.S. Constitution.
- n. Understand the origins, evolution, and processes of California state and local governments
- o. Critically apply the basic themes of early American history to present history.

5. Instructional Facilities

- a. Standard classroom with:
  - (1) Whiteboards.
  - (2) Overhead projector.
  - (3) Screen.
  - (4) Computer technology with internet access, CD & DVD.
  - (5) Television monitor and VCR playback unit.

6. Special Materials Required of Student

None.

7. Course Content

- a. Pre-Colombian America.
  - (1) A study of native societies and their geographical differences and similarities.
  - (2) A study of varied cultural groups.
- b. European Expansion.
  - (1) Changes in European society and culture that led to the effective exploration of America.
  - (2) West African Societies and their role in trade networks with Europe
- c. Colonial Societies.
  - (1) Differences and similarities in the origins and development of colonial settlements in varied geographical areas.
  - (2) Slavery in Colonial America.
  - (3) The evolution of government institutions in varied American colonial societies.
  - (4) Religion, literature, science, education, and urban developments in colonial societies.
  - (5) The role of women in colonial societies.
  - (6) Evolution and “Americanization” of European colonial societies, leading to revolution.
  - (7) California societies and political institutions under Spain and Mexico.
- d. The American Revolution.
  - (1) Roots and causes.
  - (2) Competing ideologies about the rights and roles of citizens; Enlightenment philosophy.
  - (3) Course of the Revolution.
  - (4) Roles and goals of Blacks, Indians and women in the Revolution.
  - (5) Development of new government in the Revolutionary era.
- e. Formation of the United States Constitution.
  - (1) Creation, and competing ideologies, of a constitutional government.
  - (2) Analysis of federal and state governments and the process of federalism.
  - (3) Debates about democracy and the roles of the citizenry.
  - (4) The constitution under George Washington.
- f. The New Republic and Emergence of Parties in the Early National Period.
  - (1) Washington and the traditions of government.
  - (2) Origins of domestic and foreign policy.
  - (3) Rise of the Democratic-Republican Party and partisan politics.
  - (4) Territorial expansion.
  - (5) The War of 1812.
- g. Market Revolution, Reform, and Citizen Activism in the Jacksonian Era, 1824-1845.
  - (1) The role of women in reform.
  - (2) Slavery and growth of abolitionism.
  - (3) Reform, religion, and utopian communities as democratic movements in Jacksonian America.
  - (4) Northern urbanization and industrialization.
  - (5) Labor, education, literature, science, technology, and urban life in Jacksonian America.
- h. Jacksonian Politics and the Second National Political System.
  - (1) Egalitarian impulse, white male franchise, and mass participation in religion and politics.
  - (2) Rise of the Democratic Party.
  - (3) Limitations of Jacksonian democracy: Indian Removal Act, Trail of Tears, and growing debate over slavery.
  - (4) Power of the presidency under Jackson and nullification/state’s rights.
  - (5) Rise of the Whig Party.
- i. Slavery and the Old South.
  - (1) Cultural, social, and economic distinctions of the South.
  - (2) Proslavery arguments.
  - (3) Characteristics of slave life and culture.
  - (4) Slave resistance.

7. Course Content - Continued

- j. The West, 1815-1850.
  - (1) Native and Mexican societies in the West.
  - (2) Economic and demographic factors leading to western migration.
  - (3) Polk and the philosophy of Manifest Destiny.
  - (4) U. S. settlements in the West.
  - (5) U.S. American Indian Policy and conflicts with native nations.
  - (6) California society, Constitution, institutions, and politics.
  - (7) War with Mexico, annexation of territory, and acquisition of Texas.
- k. The American Civil War.
  - (1) Causes: The politics of sectionalism, states rights, the proslavery arguments, and expansion of slavery into the West.
  - (2) Admission of California into the Union and the political crises of the 1850s.
  - (3) Role of blacks, Indians and women in the Civil War.
  - (4) Strategies and battles.
  - (5) The role of Lincoln as War President.
  - (6) Results and consequences.
- l. Reconstruction.
  - (1) Lincoln, Johnson's plan and Congressional Reconstruction.
  - (2) Difficulties in rebuilding: political, constitutional, social, and economic crises in the aftermath of the war.
  - (3) African-American needs, aspirations, and activism.
  - (4) Counter-reconstruction and white supremacy.
  - (5) 1876 presidential election, compromise, and the end of reconstruction.
  - (6) Consequences of the promises and failures of reconstruction.

8. Method of Instruction

- a. Lecture.
- b. Videos and appropriate media.
- c. Group discussion.

9. Methods of Evaluating Student Performance

Evaluation devices will include objective tests, quizzes, oral and written reports. A combination of types of tests will be used along with use of computer technology in testing and self-testing. Quizzes and periodic tests will be assigned. The midterm and final exam will be on specific dates and both exams will involve essays as well as objective test material. These exams can be in written or oral format.

10. Outside Class Assignments

The following are examples of outside class assignments:

- a. Internet research on the conditions of slavery in the plantation South; Webquest research.
- b. A project on life in colonial America. Each student, or group of students, will research a certain aspect of life such as religion, the role of women, education, literature, etc.
- c. Take home midterm and take home final material that will supplement the in-class midterm and final. This take home material will be based on reading material and interpretation of reading material.

11. Texts

a. Representative Text(s):

- (1) Goldfield, David, et al. The American Journey: Teaching and Learning Classroom Edition, Vol. 1. Upper Saddle River, NJ: Pearson/Prentice Hall, 2005.
- (2) Nash, Gary, et al. The American People: Creating a Nation and a Society. Single Volume Edition, 6<sup>th</sup> edition. New York, NY: Longman, 2004.
- (3) Roberts, Randy and James S. Olson. American Experiences, Vol. 1, 6<sup>th</sup> edition. New York, NY: Longman, 2005.
- (4) Engstrand, Iris H.W., ed. Document Sets for California and the West in U.S. History. Lexington, KY: D.C. Heath, 1993.
- (5) Cherny, Robert W., Gretchen Lemke-Santagelo and Richard Griswold del Castillo. A History of California. Boston, MA: Houghton Mifflin, 2005.
- (6) Boller, Paul F., Jr. and Ronald Story. A More Perfect Union: Documents in U.S. History, Vol. 1, 6<sup>th</sup> edition. Boston, MA: Houghton Mifflin, 2005.

b. Supplementary texts and workbooks:

None.

Date approved by the Governing Board: 4/05