Modesto Junior College
Course Outline of Record

HIST 101

I. OVERVIEW
The following information will appear in the 2011 - 2012 catalog

HIST 101  History of the United States to 1877  3 Units
Formerly listed as: HIST - 101: History of the United States Through Reconstruction
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Survey of United States history to 1877 exploring the intersection of politics, the economy, society, culture and geography. Periods covered include: American societies to 1492, the colonial period, the American Revolution, creation of the U.S. Constitution and federalism, the early national period, the antebellum period, the Civil War and Reconstruction.

Field trips are not required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU, UC) General Education: (MJC-GE: B ) (CSU-GE: a - Group a, c - Group c, D6 ) (IGETC: 4F )

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:
   a. HISTORICAL TOPICS
      i. Within the topics listed (2-11) the course examines significant political, economic, social and cultural developments.
      ii. North American cultures to 1492
      iii. Exploration, conquest, and European settlement in North America (British, Spanish, Dutch, French)
      iv. Colonial empires in North America, with emphasis on colonies in the British Empire
      v. The American Revolution, causes and consequences
      vi. Nation building - the US Constitution, democracy, and the role of federal and state governments
      vii. Political parties, regionalism, and the struggle between national and state power during the antebellum period
      viii. North, South and West in comparative perspective between 1790-1850 including political divisions, labor systems, social change
      ix. Westward expansion between 1790 and 1860 and its political, social and economic impacts
      x. The 'irrepressible conflict' - long and short term causes of the Civil War
      xi. The Civil War and its aftermath
b. HISTORICAL ANALYSIS SKILLS

i. Demonstration of knowledge of historical information such as names, chronologies and periodization, terms and concepts.

ii. Understanding of the diversity and complexity of the historical context that shapes human experience.

iii. Understanding of the interrelatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.

iv. The ability to take a position on a debatable historical issue and use historical data as evidence to support position.

v. Analysis of primary and secondary sources.

vi. Understanding of the concepts of bias and point-of-view as they relate to historical thinking.

vii. Formulation of important historical questions through inquiry.

viii. Determination of the significance of different kinds of historical change

ix. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of the time

x. Ability to articulate the above modes of historical thinking and analysis through critical writing and/or discussion.

2. Recommended Content:

Additional material covered may include:

a. Independence movements and revolutions in the New World in comparative perspective (Haiti, Spanish America independence movements, Brazil);

b. New World slavery in comparative perspective (the Caribbean and Brazilian experience)

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

C. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lect</td>
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<tr>
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3 Units

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lectures that provide frameworks for content knowledge and analytical skills (i.e. didactic and dialectical/Socratic method)
2. Reading and comprehension assignments of textbooks, monographs and primary source documents that encourage deep learning.

3. Printed and hand-produced materials (wall maps, overheads, handouts) and multimedia (text, audio, still images, video delivered through electronic devices).

4. Active learning exercises and student-centered learning techniques (discussions, "one-minute essays", debate) designed to teach students to assess and appraise historical developments and events then draw their own conclusions.

E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   Reading assignments of approximately 30-60 pages (weekly).
   
   Readings in primary source documents, and/or scholarly journals (weekly or bi-weekly).
   
   Typed essays or projects that demonstrate content knowledge and understanding of historical analysis skills, totaling approximately 1,500 to 2,000 words total (one to two per term).
   
   Discussion board or journal writing, based on textbook and supplementary readings, totaling approximately 200 words per assignment (weekly or bi-weekly).
   
   Preparation for in-class examinations and quizzes based on reading assignments and class lectures/discussions. Exams include a significant written component (two to three per term).

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   1. Written in-class essays based on analytical questions.
      
      For example, How did differing colonial and British government perspectives on the role of the colonies in the British empire impact the events from 1763 to 1776?
   
   2. Analytical papers that ask students to use evidence from primary and secondary sources to answer a historical question. May be in the form of a research paper, discussion board entry or critical essay.
      
      For example, a paper that asks students to decide whether abolitionist John Brown was a terrorist or a freedom fighter, drawing their evidence from primary source documents and scholarly articles.
   
   3. Book or article reviews of scholarly work that ask students to identify the author’s main arguments and offer a critique of those arguments. May be in the form of formal review essay, discussion board entry or journal.
      
      For example, asking students to assess the influences on Thomas Jefferson's writing of the Declaration of Independence through critical analysis of several scholarly articles on this topic.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

explain and analyze the political, economic, social and cultural developments in American history to 1877.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

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

   a. Effectively use historical analysis skills including understanding chronology, ability to make analytical connections between events, understanding the difference between a primary source and interpretation, and ability to analyze primary sources to develop an understanding of the past.

   b. Argue a position about a historical topic using primary and secondary sources.

   c. Analyze the development of the American colonies in terms of their economic, social, cultural, and political development.

   d. Examine local, state, and federal relationships as a product of historic development.

   e. Analyze the political, social, and economic issues involved in the development of the U.S. Constitution.

   f. Identify crucial Supreme Court interpretations and analyze their societal impact.

   g. Explain the causes and consequences of the American Revolution, including the economic, political and societal changes taking place.

   h. Explain the impact of race, gender, and class in pre-Civil War America.

   i. Compare and contrast regional identities during the antebellum period, including migration, economic and political ideologies, and social and cultural transformations.

   j. Analyze the political, social, and economic issues in regards to the origin and interpretation of the 1849 California State Constitution.

   k. Analyze the causes and consequences of the Civil War, including the economic, political and social influences on this conflict.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written quizzes
2. Discussions

3. Objective quizzes

4. Homework assignments

B. **SUMMATIVE ASSESSMENT**

1. Essay exams that require demonstration of historical analysis skills. Typical length, 600-1,200 words.

2. Essays that require demonstration of content knowledge and historical analysis skills. Collective typical length, 1,500-2,500 words.

3. Projects and presentations that include significant critical analysis of historical topics. Typical length, 750-1,000 words.

4. Objective examinations that measure knowledge of historical information.