

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 03/25/15

4. Department/discipline: History

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: History of the United States I

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: HIST 8. Course Level: 1030

9. Number of Credits: Lecture 4 Lab \_\_\_\_\_

10. Control Number (on site) 60 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course examines the history of the United States to 1876. The scope of inquiry includes economic, social and political developments. Topics include: the colonial era, foundation of the American Republic, westward continental expansion and the Civil War. (Meets MnTC goal area 5)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

General: Textbook fulfilling two criteria: 1) coverage of traditional political history as well as social and economic history.

Specific: Nation of Nations: A Narrative History of the American Republic, Davidson et al. (McGraw Hill, USA: 1997) 3<sup>rd</sup> Edition (ISBN #0-07-01579-4)

Primary Source Documents: Excerpts of primary source documents that promote course objectives and outcomes.

Audio-visual Resources: Audio-visual resources that promote course objectives and outcomes.

14. **Course Content** (Provide an outline of major topics covered in course)

-Aboriginal America (Pre-Contact Civilization)

- 500 Nations, Varieties of Native America
- Contact vs. Discovery
- European Expansion and Colonization
  - Portugal and Spain
  - England and France
- English Colonization of North America
  - Jamestown (Virginia)
  - Plymouth (Massachusetts)
- Colonial wars vs. Indian Nations: Pequot wars, Bacons Rebellion
- Colonial Economics: Tobacco, Slavery and Rum
- Colonial Expansion and the Proprietorships
- Restoration and the Glorious Revolution in America
- Great Awakening
- Colonial Wars: France vs. England
- American War for Independence (Revolution)
  - Causes of
  - Propaganda and the Masses
  - Intervention of France
- American Constitution (Counter - revolution)
- Federalism
- American Mercantilism (Hamilton)
- Jefferson and the Era of Good Feelings
- War of 1812
- Cotton and the Expansion of Southern Slavery
- Jacksonian Era
  - Indian Removal
  - Rise of a 2 party system
- Manifest Destiny
  - Texas, Polk and Expansion
  - Mexican War - Oregon Question
  - California Gold Rush
- US vs. Indian America: The "Indian Wars" of the 19<sup>th</sup> Century
- Industrial Revolution in America
- Sectionalism and the Civil War
- Centralization of the United States
- Reconstruction, attempted and Abandoned
- Disputed Election of 1876

### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies.*

Course Learning Outcomes:

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

1. Demonstrate an understanding of the historic development of the United States. (A, B, D)
2. Demonstrate an understanding of the economic development of the United States knowledge of traditional Indian civilization in various regions of North America. (A, B, D)
3. Demonstrate an understanding of the social development of the United States. (A, B, D)
4. Demonstrate an understanding of the political development of the United States. (A, B)
5. Demonstrate knowledge of the interrelationship among the economic, social, and political development in the United States. (A, B)

**16. Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5

Goal 5: History/Social Behavioral Science