

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

03/19/19

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: 1/22/24 Date revised 1/22/24

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, to 1876
Abbreviated course title for Transcripts (25 characters or less): US History to 1876

7. Course Designator: HIST 8. Course Level: 1035

9. Number of Credits: Lecture 4 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course examines the history of the United States to 1876. The scope of inquiry includes cultural, economic, environmental, social, and political developments from the Colonial Era through Reconstruction following the American Civil War. (Meets MnTC goal area 5).

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

Prerequisite(s): None

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).

Instructor choice.

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

1. Aboriginal America (Pre-Contact Civilization)
500 Nations, Varieties of Native America
2. Contact vs. Discovery
3. European Expansion and Colonization
Portugal and Spain
England and France
4. English Colonization of North America
Jamestown (Virginia)
Plymouth (Massachusetts)
5. Colonial wars vs. Indian Nations: Pequot wars, Bacons Rebellion
6. Colonial Economics: Tobacco, Slavery and Rum
7. Colonial Expansion and the Proprietorships

8. Restoration and the Glorious Revolution in America
9. Great Awakening and Enlightenment
10. Colonial Wars: France vs. England
11. American War for Independence (Revolution)
12. American Constitution (Counter - revolution)
13. Federalism
14. American Mercantilism (Hamilton)
15. Jefferson and the Era of Good Feelings
16. War of 1812
17. Cotton and the Expansion of Southern Slavery
18. Jacksonian Era
 - Indian Removal
 - Rise of a 2 party system
19. Manifest Destiny
 - Texas Independence
 - Mexican War - Oregon Question
 - California Gold Rush
20. -US vs. Indigenous America: The "Indian Wars" of the 19th Century
21. -Industrial Revolution in America
22. -Market Revolution
23. -Sectionalism and the Civil War
24. -Centralization of the United States
25. -Reconstruction
26. -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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate an understanding of the historic, economic, political, cultural and social development of the United States.	C	1
Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music)	A	2

and using these sources as evidence to support interpretation of historical events.		
Communicate an understanding of patterns, processes, and themes in the history of the United States through speech, writing, and/or use of digital media.	B	3
Relate the development of United States to that of other regions of the world	D	6

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5

Goal 5: History/Social Behavioral Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups,

institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- A. Employ the methods and data that historians and social and behavioral scientists use to investigate the huma condition.
- B. Examine social institutions and processes across a range of historical periods and cultures.
- C. Use and critique alternative explanatory systems or theories.
- D. Develop and communicate alternative explanations or solutions for contemporary social issues.

17. Are there any additional licensing/certification requirements involved?

_____Yes X No

Provide the required documentation to show course meets required licensing/certification standards.

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