



**EFFECTIVE: SEPTEMBER 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **MAY 27, 2002**

**B:** Department/ **HUMANITIES & SOCIAL SCIENCES** New Course  Revision  **X**

Program Area: **HISTORY**

If Revision, Section(s) Revised: **G, N, O, P, Q, R**

Date Last Revised: **MAY 1995**

**C: HIST 240 D: THE UNITED STATES TO 1877 E: 3**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: This course deals with the main themes in American History from the establishment of the colonies through the Civil War and Reconstruction. As well as political history, the course considers economic and social foundations of the United States and some of the cultural achievements of the nation.

<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture</b> 2 <b>Seminar</b> 2</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>Lecture:</b> 2 hrs per wk <b>Seminar:</b> 2 hrs per wk</p> <p>4 hrs per wk</p> <p>Number of Weeks per Semester: 14</p>	<p><b>H:</b> Course Prerequisites:</p> <p><b>One 100-level History course</b></p>
	<p><b>I:</b> Course Corequisites:</p> <p><b>NONE</b></p>
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p><b>NONE</b></p>
	<p><b>K:</b> Maximum Class Size:</p> <p><b>35</b></p>

**L: PLEASE INDICATE:**

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested  Granted  **X**

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium-length essays (from 1500-3000 words), comparative book reviews, and three hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

**N: Course Content**

Syllabus

Note: Content may vary according to the instructor's selection of topics.

1. Review of Historical Methods. Amerindians, Explorers, Colonists and the construction of American History.
2. Beginning Colonies. Captivity Narratives.
3. Colonial Society and Politics. The Road to Revolution.
4. The Revolution. Document Study: The Declaration of Independence.
5. Founding a New Republic. Document Study: The Constitution.
6. The Jeffersonian Republic.
7. The Age of Jackson. Continental Expansion.
8. Industry and American Culture.
9. Immigration, Migration and American Culture.
10. The Plantation South
11. North and South at Midcentury. Reform and Conflict.
12. The Civil War.
13. Reconstruction
14. Concluding Themes

**O: Methods of Instruction**

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student relations and criticisms and as a testing ground for student hypotheses. The instructor will encourage the student to elaborate, refine, and revise his/her ideas. Discussion sessions will also include history research and writing workshop sessions and practice in oral presentations. Participation in class discussions is therefore essential.

**P: Textbooks and Materials to be Purchased by Students**

Texts will be chosen from the following list, to be updated periodically:

Andrews, W.L. ed. Classic American Autobiographies. New York: Mentor, Penguin, 1992.

Ayers, E. et al. American Passages, Vol. I. A History of the United States. New York: Harcourt Brace, 2000.

Binder, F.M. and D.M. Reimers. The Way We Lived: Essays and Documents in American Social History.  
Fourth Edition. Boston: Houghton Mifflin, 2000.

Boyer, P. et al. Enduring Vision: A History of the American People. Vol. 1.  
Fourth Edition Boston: Houghton Mifflin, 2000.

Davidson, J.W. and J. Lytte. After the Fact The Art of Historical Detection. Fourth Edition. Vol. 1.  
Boston: McGraw Hill, 2000

Hoffman, E.C. and J. Gjerde eds. Major Problems in American History Vol. I to 1877 Documents and Essays.  
Boston: Houghton Mifflin, 2002.

Hollitz, J. Thinking Through the Past. A Critical Thinking Approach to US History Vol. I. Boston: Houghton Mifflin,  
1997.

**Q: Means of Assessment**

The evaluation of this course will follow Douglas College policies as outlined in the calendar. During the first week of classes the instructor will provide students with typed course outline handout setting out the evaluation scheme of the course. A general guideline for evaluation follows.

Any combination of the following totalling 100%

Document Analysis Essay	15%
Research Proposal	10%
Midterm Examination	15%
Class/Seminar Participation	15%
Research Essay	25%
Final Examination	<u>20%</u>

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

J. Gresko

Dean/Director

Registrar