COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1789: History of the American Presidency

A. CATALOG DESCRIPTION

1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College Level Reading and Writing
4. Co-requisites (Course discipline/number): None

This course will trace the development of the American Presidency including Constitutional and implied powers. It will take a historical approach to the development of the office by focusing on critical presidents, events, crises, decisions, and legacy. The power of the presidency has grown, especially in the 20th century, and therefore the course will devote a considerable amount of attention on that era.

B. DATE LAST REVISED (Month, year): September, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:

1. The Presidency as is was established by the Constitution
   a) Constitutional Powers
   b) Electoral College
2. Founding Presidents: George Washington-James Madison
   a) Washington’s Model
   b) Election 1800
   c) War of 1812
3. The Ante-Bellum Presidents: James Monroe-James Buchanan
   a) Monroe Doctrine
   b) Democracy and Andrew Jackson
   c) Manifest Destiny
   d) Slavery Crisis
4. The Book End Presidents and the Gilded Age: Abraham Lincoln-Theodore Roosevelt
   a) Civil War
   b) Reconstruction and the Impeachment of Johnson
   c) Gilded Age
   d) Progressive Era and Theodore Roosevelt
5. The Early 20th Century Presidents: William Howard Taft-Franklin Delano Roosevelt
   a) WWI/League of Nations
   b) Great Depression
   c) New Deal/WWII
6. The Imperial Presidency: Harry Truman-Present
   a) The Cold War
   b) Civil Rights
   c) Media
   d) Vietnam
   e) Watergate
   f) Globalization
   g) War on Terror

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Understand the historical development of the presidency, the powers granted by the Constitution, and the powers assumed over time.
2. Identify events that helped to shape American History and the Presidency
3. Understand the results of and be able to identify key elections in American History.
4. Understand how the historical events of the mid-20th Century led to the creation of what historians call “The Imperial Presidency.
E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 9/Ethical and Civic Responsibility: The student will be able to:
1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Essay and Objective Tests
2. Written Assignments
3. Classroom discussion and attendance will also be considered.

G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): None