COURSE OUTLINE

History 117 (C-ID Number: HIST 130) History of the United States (C-ID Title: United States History to 1877)

I. Catalog Statement

HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction are all examined. This course (if both semesters are completed) meets the California State requirements in United States history.

Total Lecture Units: 3.0 **Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for ENGL 101.

Note: HIST 117 allows only 1 unit of credit for students who have completed HIST 110. HIST 117 & 118 allows only 3 units of credit for students who have completed HIST 110.

II. <u>Course Entry Expectations</u>

Skills Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

- 1. read at the 12th grade level or higher;
- 2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
- 3. communicate learning and conceptual understanding through writing assignments;
- 5. learn material through class discussion and lecture;
- 6. take good lecture notes;
- 7. follow extended and fairly complex oral directions;
- 8. participate in class or group discussion;
- 9. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- 1. demonstrate the ability to interpret primary and secondary sources and to compare an argument which uses them, as appropriate for support;
- 2. identify key concepts that have helped shape the United States;
- 3. assess the contributions made to the United States by different social groups, including race, class, gender and ethnicity;
- 4. explain the major economic, technological and scientific developments and their historical significance;
- 5. compare and contrast various presidential administrations;
- 6. analyze major political trends, attitudes, conflicts and events, including both mainstream and reform efforts, and explain their historical significance;
- 7. evaluate the expansion of the United States across the continent and the growth of the United States overseas.

IV. Course Content

Total Faculty Contact Hours = 48 hours

A. Introduction 3 hours

- 1. What is history?
- 2. What is the purpose of this course?
- B. European Explorations and Discovery

3 hours

- 1. Native American societies and cultures before contact
- 2. Reasons for exploration and discovery
- 3. European background of the North American colonists
- 4. Impact of European colonization upon Native Americans
- C. Colonial Era, 1600-1750

3 hours

- 1. Compare and contrast different colonies
- 2. Relationship between Great Britain and the colonies
- 3. Relationship of colonists to Native Americans and African slaves
- 4. Development of cultures and self-government
- D. The American Revolution, 1750-1780

3 hours

- 1. Defining the Revolution
- 2. Causes
 - a. Long term
 - b. Short term
 - c. Immediate events
- 3. The war itself
 - a. Advantages and disadvantages of the British and colonists
 - b. Military actions
 - c. Results immediate and general

E.	 The Critical Period, 1780s The Articles of Confederation Federalists versus anti-Federalists The Constitution Background to the Constitutional Convention Principles and compromises Ratification Articles and amendments 	3 hours
F.	Federalists in Power, 1790's 1. Problems facing the new government 2. The Hamiltonian System 3. Development of political parties 4. Foreign entanglements 5. Domestic repression	3 hours
G.	Jeffersonian Democracy, 1800-1812 1. Factors which prevent Jeffersonian principles from taking effect 2. Louisiana Purchase 3. Difficulties in maintaining neutrality 4. Other problems a. Supreme Court b. Aaron Burr c. The economy	3 hours
H.	War of 1812 1. Causes 2. Military actions 3. Results	3 hours
I.	Nationalism and Sectionalism, 1815-1860 1. The American System 2. The technological revolution and the science that fostered these developms 3. Early stages of economic development 4. Era of Good Feeling 5. Monroe Doctrine 6. Supreme Court decisions 7. Sectionalism in the South a. Slavery b. Missouri Compromise c. Tariff issues	3 hours ents
J.	The Age of Jackson, 1828-1844 1. Jacksonian democracy 2. Tariff of 1828	3 hours

3. Bank controversy 4. Democrats and Whigs 5. Indian removal K. Reform, 1830-1850 3 hours 1. Temperance 2. Abolitionism 3. Women's rights L. Territorial Expansion and Slavery, 1845-1861 6 hours 1. Westward expansion, Manifest Destiny, and Native American policy 2. The Oregon question 3. Annexation of Texas 4. Mexican War a. Causes b. Military actions c. Results 5. California 6. Controversy in the 1850's a. Compromise of 1850 b. Uncle Tom's Cabin c. Kansas-Nebraska Act d. The Kansas War e. Dred Scott decision f. Republican Party g. Lincoln-Douglas debates h. Harper's Ferry 1860 presidential election Breakup of the Union Civil War and Reconstruction, 1861-1877 M. 9 hours 1. Causes 2. Military actions 3. Results 4. Economic and social problems of Reconstruction 5. Political problems a. Lincoln's policy b. Johnson's policy c. Radical and reconstruction i. Victory over Johnson ii. Fourteenth Amendment iii. Reconstruction Acts

iv. Reconstruction governments in the South

v. Impeachment of Johnson 6. Downfall of radical reconstruction

7. 1876 presidential election

V. Methods of Instruction

The following methods of instruction may be used in the course:

- 1. classroom lecture and discussion;
- 2. audio-visual presentation;
- 3. student presentations and discussions;
- 4. on-line communications as a supplement to in-class activity;
- 5. outside reading of reserve books and articles from scholarly journals.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. analyze and critically respond to primary sources from the 17th, 18th and 19th centuries (e.g. identify the thoughts and ideas of John Locke in the Declaration of Independence);
- 2. write an essay using primary and secondary sources to prove an argument. (e.g. locate primary sources from three different groups of "peoples" and theorize how those sources help explain the contributions made by these various groups of people led to the development of the United States);
- 3. group projects (e.g. poster focusing the meaning of Manifest Destiny to different groups in American society).

VII. Methods of Evaluation

The following methods of evaluations may be used in the course:

- 1. three to five one-hour in class examinations requiring demonstration of course exit standards:
- 2. instructor evaluation of class discussion (e.g. instructor monitored discussion comparing the shot and long term causes of the Revolution);
- 3. written assignment(s) (e.g. analysis of primary and secondary sources focusing on the development of Jeffersonian Democracy);
- 4. a final examination requiring demonstration of course exit standards.

VIII. <u>Textbook(s)</u>

Nash, Gary, Julie Jeffrey, John Howe, Peter Frederick, Allen Davis, Allan Winkler, Charlene Mires, and Carla Pestana. *The American People, Creating a Nation and Soceity 7th Edition.* New York, NY: Pearson, 2010. Print.

15.7 Flesch-Kincaid Grade Reading Level. ISBN: 0205805396

IX. Student Learning Outcomes

Upon successful completion of the required coursework in History of the United States, the student will be able to:

- 1. students will be able to compare and contrast various historical concepts and different interpretations of the history of the United States from the Colonial Period to Reconstruction;
- 2. students will be able to evaluate and differentiate the impact of race, ethnicity, gender and class on American Society;
- 3. students will be able to critique various political, economic, & social forces that have been key to the nation's development and its influence on global affairs.