

Course Outline

COURSE: HIST 1 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014 **CURRICULUM APPROVAL DATE:** 02/24/2014

SHORT TITLE: US HISTORY

LONG TITLE: United States History through Reconstruction

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

History of the United States from the time before European contact with the Americas through Reconstruction. Emphasis will be placed on distinctive patterns of political, economic, social, intellectual, and geographic developments within their global context. At the conclusion of the course, the student should understand major themes in the history of the United States, and be able to explain various ways in which ideas about federal vs. state power, ethnicity, class, and gender divisions have influenced the nation's development. This course has the option of a letter grade or pass/no pass. (C-ID: HIST 130) **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Identify, distinguish, and interpret significant events, individuals and theories specific to US history from the colonial era through Reconstruction.

PLO: 2

ILO: 7,2,1

Measure: Quizzes, exams, class discussion, written assignments

GE-LO:A4, A6, A7, A8, C3, C4, C7, D1, D2, D4, D5, F1, F2

2. Describe, evaluate and assess key political, cultural and socioeconomic factors as they developed from the colonial period through Reconstruction.

PLO: 1, 2

ILO: 7,2,1,

Measure: exams, class discussion, presentations, research papers .

GE-LO: A4, A6, A7, A8, C3, C4, C7, D1, D2, D4, D5, F1, F2

3. Describe contemporary social and political values, and assess their historical linkage.

PLO: 1,2

ILO: 7,6,2,1

Measure: exams, class discussion, research papers

GE-LO: A8, C3, C4, C7, D1, D2, D4, D5, F1, F2

4. Demonstrate clarity, fairness and objectivity in assessing and debating PRIMARY AND SECONDARY SOURCE DOCUMENTS AS THEY relate to historical events.

PLO: 1,2, 4

ILO: 6,4,7,1

Measure: written assignments, class discussion, class presentations.

GE-LO: C3, C4, C5, D1, D2, D4, D5, F1, F2

5. Demonstrate college level reading, writing and critical thinking in the formulation of research assignment/s.

PLO: 4 ILO: 7,1,2,3 Measure: Written assignments, research papers. GE-LO: A4, A5 , A6 6.

Demonstrate academic integrity, discipline and honesty in class conduct and assignments. PLO: 4

ILO: 6,4,1 Measure: quizzes,, exams, term papers, class discussion and presentations. GE-LO: A5

PROGRAM LEARNING OUTCOMES:

Outcome 1; Students will evaluate the impact of civic engagement upon inequality, privilege, perspective, social conditions and institutions, power structures, difference, and social change.

Outcome 2: Students will analyze links between global and national issues, movements, and ideas and local issues, movements, and ideas.

Outcome 3: Students will work with local agencies involved in human services and democratic engagement, and critically reflect upon their own social, historical, cultural, economic, and political contexts.

Outcome 4: Students will demonstrate and practice research, documentation, analytical, evaluation, communication, contextualization, teamwork, observation, cultural competence, and participation skills by relating experiences and issues in the local community to the social sciences.

Outcome 5: Students will identify, select, use, and assess tools for community change and social justice.

CULTURAL DIVERSITY:

This course promotes understanding of:

Cultures and subcultures

Cultural awareness

Familiarity with cultural developments and their complexities

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/24/2014

6 HOURS Content: Pre-Columbian Americas and European Contact. Student Performance Objectives: 1.

Describe the political, economic and cultural characteristics of the societies of the Americas and West Africa before contact with Europeans. 2. Examine conflicts among Native American people that existed prior to

European contact. List variations in lifestyles among indigenous peoples caused by geography, culture, and climate. 3. Examine the impact of the interactions of the peoples and cultures of the Americas resulting from European exploration and contact, with attention to the Columbian Exchange. 4. Demonstrate modes of European expansion and their impacts on colonization. 5. Map and explain Spanish contact in Americas and discuss the model that it presented for other European ventures. 6. Map and explain French ventures in America, and contrast their presence with the Spanish and the English. Out of Class Assignments: Read Zinn Chapter 1, read Life in a California mission. Write about pre-Columbian societies and contrast them with European values and practices; write about contact, exchanges, and impact, using and comparing primary and secondary source documents to understand what each can offer.

9 HOURS Content: Colonizing the Americas. Student Performance Objectives: 1. Discuss early English ventures in the establishment and expansion of commercial agriculture in the Chesapeake; be able to identify factors in success or failure of these attempts. 2. Contrast Chesapeake to the New England in terms of settlement goals and realities. 3. Examine contact and relations with Native Americans in various geographical regions of the English colonies. 4. Trace and describe early economic development/Mercantilism and explain its advantages and disadvantages for various stakeholders. 5. Discuss the settlement of the Chesapeake region and its development as a mercantilist economy. 6. Examine the economic transition of the Chesapeake and its impact on labor needs for the expanding plantations, and its consequences for all stakeholders. 7. Explain the transition from indentured servants to slave labor, and illustrate some of the results of this transition for various social groups. 8. Describe the reasons behind the Protestant Reformation in Europe, and be able to trace its impact on the settlement of New England with reference to economic, political, and educational values as they were practiced in Massachusetts. 9. Explain the Puritan view of the Covenant and its relation to community and government organization, with emphasis on treatment of dissenters such as Anne Hutchinson. 10. Explain and interpret various examples of US exceptionalism as a Puritan concept. Out of Class Assignments: Read Zinn Chapter 3, letters from indentured servants as primary and secondary source documents. Write about labor conditions, class relations, and colonialism as an economic, social, and political system of control.

3 HOURS Early Slavery. Student Performance Objectives: 1. Explain and document the slave trade's roots in African and European history, and its divergences from ancient slavery practices. 2. Contrast the experiences of various Africans who were captured, transported, and auctioned into slavery in the Americas. 3. Discuss social and economic impact of slave trade upon West Africa, Europe, and the Americas. 4. Examine the psychological construction of chattel slavery for Africans and for Europeans, including the justification of the slave system and its increasingly oppressive slave codes. Out of Class Assignments: Read Zinn Chapter 3, begin The Life and Times of Frederick Douglass. Write about systems of oppression and control as they functioned the colonies, using primary and secondary source document comparisons.

9 HOURS Growing Independence. Student Performance Objectives: 1. Inventory reasons for the economic growth and population expansion from 1700 to the Revolution, and to delineate some of the effects of that growth upon various social groups. 2. Discuss population pressures related to westward movement and urbanization. 3. Examine outbreak boundary disputes and tenant wars. 4. Assess the influence of the Enlightenment, and its conflict with traditional Puritan beliefs. 5. Describe the social pressures leading to the Great Awakening and increased religious fragmentation. 6. Describe military, political, economic and social pressures leading to independence movement in the colonies with special attention to British elite control of trade and finance. 7. Explain and differentiate economic motives and consequences of the colonial resistance movements. 8. Evaluate revolutionary rhetoric in gaining the support for the independence movement, with special attention to the Declaration of Independence and its impact upon various social groups. Class Assignments: Read Zinn Chapter 4, read Declaration of Independence and/or Common Sense. Write about Enlightenment ideas in the readings, economic and social reasons for the revolution using primary and secondary source documents.

3 HOURS: The New Nation. Student Performance Objectives: 1. Explain and evaluate contrasts between revolutionary ideals of the Declaration of Independence and the pragmatic development of the Constitution. 2. Assess the foundations of the political system, comparing and contrasting the opposing visions of the United States held by its founders, especially but not exclusively as exemplified by the Articles of Confederation and the Constitution and the debate over states' rights vs. a centralized system. 3. Inventory various forms of democracy, and explain the conflicts over inclusion in the economic and political power structure of the new nation. 4. Compare elite vs. non-elite views of republicanism and their impact upon the development of the Constitution and Bill of Rights. 5. Explain and criticize political institutions and processes in the executive, judicial, and legislative branches of government as created by the Constitution, and discuss why and how these institutions have evolved. 6. Explain each component of the Bill of Rights, its origins, its passage, and its justification. Be prepared to document how each Amendment is used today. 7. Appraise how federal government interacts with state and local government in the Constitution and in practice. 8.

Explain process by which territories become states; with a focus on the later entrance of California into the Union. Read: Zinn Ch. 5, US Constitution and Bill of Rights. Writings to demonstrate understanding of the Constitution and the reasoning behind it using primary source documents

6 HOURS. Content: Revolution in Markets and Growth. Student Performance Objectives: 1. Examine the social, political and economic factors contributing to, and stifling, the growth of the new nation. 2. Describe the development of infrastructure in the new US, and be able to argue both sides of related early debates: states' rights vs. federalism, agrarianism vs. industrialism, democracy vs. republic. 3. Examine the social, economic and political impact of the revolutions in transportation and industry. 4. Describe features of the market economy and analyze the development of industrialization from home manufacturing to large-scale industry. 5. Identify developments in the role of women and children in the industrialization process, and of the impact of industrialization on Republican Mothers, early feminism, the family, and social structures. 6. Explain key features of Jacksonian Democracy, and evaluate its importance as a series of political and social movements. 8. Assess the motives and the effects of Jacksonian policy towards indigenous peoples with special attention to uses of federal and state powers during this era. 9. Explain patterns of immigration and how they affected the political and social fabric of the new nation. 10. Assess the challenges and achievements of the first fifty years of US nationhood. Out of Class Assignments: Read Zinn Chapter 6, 7; early treaty with Native group. Write about early challenges facing the new government and one or more of its social groups drawing from primary and secondary source documents.

3 HOURS Content: Urbanization and Immigration. Student Performance Objectives: 1. Explain the related phenomena of urbanization, standardization, rationalization, and industrialization, and document associated social changes. 2. Discuss the separation of the working class from the developing middle-class from 1800 to the Civil War. 3. Explain the development of separate gender spheres, and assess their benefits and costs to individuals, families, and to the developing nation. 4. Explain the role of immigrant laborers in industrialization, and explain push-pull factors as well as tensions associated with the arrivals of various immigrant groups. 5. Examine social, economic and political experience of specific immigrant groups in the US from 1820 to the Civil War. Out of class assignments: Readings on specific social or immigrant groups in relation to research assignment based on primary and secondary sources. Related writings.

3 HOURS: Expansionism. Student Performance Objectives: 1. Examine land speculation, Indian removal, the Louisiana Purchase, Mexican War, Oregon territories in terms of their impacts on US history and upon specific social groups. 2. Analyze various routes to US statehood, and rewards and challenges associated with state-making, with specific emphasis on California. 3. Explain social, economic and political implications of land acquisitions by states and individuals. 4. Analyze the frontier mentality and compare it with actual experiences of farm culture for frontier settlers in the South and West, with attention to the difficulties and the rewards. 5. With attention to the California State Constitution, explain the nature and processes of California state and local governments; and the relationship of state and local government to the federal government. Out of class assignments: Readings: Zinn Ch. 8, California State Constitution. Respond in writing to explore the frontier culture, with specific reference to California, using primary and secondary source documents.

3 HOURS. Content: Reform Movements. Student Performance Objectives: 1. Document and analyze forces behind the First Wave of US feminism; be prepared to explain strategies and tactics, and to assess losses and gains. 2. Identify underlying social reasons for proliferation of reform movements between the 1830s and 1860. Compare and contrast these movements. 3. Differentiate beliefs shared and not shared by various abolitionist groups, and compare tactics and strategies used by European-American and African-American groups and individuals. 4. Assess the impact of Slave Power efforts to silence or hamper its work. Out of class assignments: Read later chapters of Life and Times of Frederick Douglass. Write about social change movements and how they affected change in US history based on primary and secondary source documents.

6 HOURS: Content: Slavery, Slave Power, and the Road to Civil War. Student Performance Objectives: 1. Describe the developing agrarian economy in the South from 1790 to the Civil War, and contrast this with border-state and Northern economic development patterns. 2. Explain Southern paternalism, racialism, and racism, and their role in the justification of slavery, and contrast these with Northern counterparts. 3. Illustrate the development of states' rights ideology as it relates to the expansion of the slave system vs. unionism. 4. Analyze how US expansion in various ways paved the way to Civil War. 5. Assess the strengths and weakness of political, economic, practical, religious, ethical, and moral arguments over slavery. Readings: Zinn Ch. 9, The Life and Times of Frederick Douglass later chapters. Writings on national division and how it developed, using both readings and comparing the narrative in the primary vs. secondary sources.

3 HOURS Content: The Civil War and Reconstruction . Student Performance Objectives: 1. Explain how and why the Civil War broke out, was fought, and ended. 2. Examine the Civil War's impact on the economies of North and South. 3. List and describe the impact of important individuals in the Civil War, including A. Lincoln and F. Douglass. 4. Explain the reasoning behind Emancipation Proclamation, assess its immediate and longer-term impacts, and discuss its implications in social terms. 5. Explain and evaluate the social, political and economic impacts of the Civil War upon veterans, women as a social class, freed African-Americans. Assess its impact upon the nation's self image, economy, and priorities. 6. Explain and illustrate the application of the 13th, 14th and 15th Amendments to the Constitution. 7. Examine the successes and failures of Reconstruction, with attention to Black Codes, Jim Crow and sharecropping. Analyze state and local voting restriction ordinances from a Constitutional perspective, giving special attention to sections of the California Constitution. Out of Class Assignment: Civil War Stories. Writings about the impact of the Civil War upon individuals.

Out of class assignments are to be used to appraise, evaluate, and question material from reading and in-class presentation. Research using primary and secondary source documents and student presentations may be used to inventory, design and construct student interpretation of historical material.

METHODS OF INSTRUCTION:

1. Lecture with discussion
2. Film/Video presentation with discussion
3. Small group collaborative projects, exercises, and role-plays
4. Guest speakers when appropriate and available
5. Panel presentations
6. Use of various forms of research technology, to include internet and databases

METHODS OF EVALUATION:

Category 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 80 %

Written Homework

Reading Reports

Essay Exams

Term or Other Papers

Category 2 -The problem-solving assignments required:

Percent range of total grade: 10 % to 50 %

Homework Problems

Quizzes

Exams

Category 3 -The types of skill demonstrations required:

Percent range of total grade: 0 % to %

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

Completion

REPRESENTATIVE TEXTBOOKS:

Recommended:

Zinn, Howard. Peoples History of the US. 2012, or other appropriate college level text.

Reading level of text, Grade: 14 Verified by: LHalper

Other textbooks or materials to be purchased by the student: (some accessed online) examples include Life in a California Mission by J. Perouse. The Life and Times of Frederick Douglass, The US Declaration of Independence, US Constitution, US Bill of Rights, Civil War Sketches by L. M. Alcott.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201330

GAV D2, effective 201330

GAV F, effective 201330

CSU GE:

CSU C2, effective 201330

CSU D6, effective 201330

IGETC:

IGETC 3B, effective 201330

IGETC 4F, effective 201330

IGETC 7B, effective 201330

CSU TRANSFER:

Transferable CSU, effective 201330

UC TRANSFER:

Transferable UC, effective 201330

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: HIST8

CAN Sequence: HIST SEQ B

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 1

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000298044

Sports/Physical Education Course: N

Taxonomy of Program: 220500