

HIST A170: HISTORY OF THE UNITED STATES TO 1876

Item	Value
Curriculum Committee Approval Date	11/01/2023
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> • Area 3 Arts and Humanities 3A Theory (OC1) • Area 4 Social and Behavioral Sciences 4A U.S. History and Constitution and American Ideals (OD1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> • Area 3B Humanities (OSC2) • Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> • Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4) • Cal-GETC 4F History (4F)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> • IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4) • IGETC 4F History (4F)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> • CSU C2 Humanities (C2) • CSU D6 History (D6) • CSU American Institutions (US1)

Course Description

A survey of American historical development from the founding of the English colonies to 1876. Emphasis is placed on the evolution of the nation's political and economic institutions, social and intellectual history, and foreign policy. Satisfies the state college requirement in American History. This course may also be offered online. Enrollment Limitation: HIST A170H; students who complete HIST A170 may not enroll in or receive credit for HIST A170H. Transfer Credit: CSU; UC. C-ID: HIST 130.C-ID: HIST 130.

Course Level Student Learning Outcome(s)

1. Upon the successful completion of this course, students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.
2. Students will analyze the impact of peoples and their political ideologies, religions and technology from one geographic region of the United States upon other peoples of other geographic regions of the United States over time, through 1876CE.
3. Students will analyze origin of major issue or problem in United States history through 1876CE.

Course Objectives

- 1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- 2. Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender, and ethnicity.
- 3. Demonstrate an understanding of America's growth in a global context.
- 4. Explain the major economic, technological and scientific developments and their historical significance.
- 5. Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
- 6. Explain the major social and cultural developments, their causes and effects, and their historical significance.

Lecture Content

Pre-Columbian 50,000 BC - 1492 AD The People of America Before Columbus Classical Civilizations on the Eve of Contact European Background 1420's-1530's Europe in the Age of Exploration The Iberian Conquest of America Colonial American Scene 1607-1670's The Chesapeake Tobacco Coast The Quaker s Peaceable Kingdom Colonial American Society I Puritan Predecessors in New England The Achievement of New Societies Colonial American Society II African Bondage and Slave Culture The Struggle for Land Colonial American Politics The Ideology of Revolutionary Republicanism The Ferment of Revolutionary Politics War of Independence 1774-1783 Forging a Revolution The Crucible of Revolution Consolidating the Revolution Struggle with the Peacetime Agenda Toward a New National Government Early National Scene 1783-1789 Political Tumult in the States Indian Treaties Early National Politics 1789-1861 Launching the New Republic Restoring American Liberty Early National Society 1820-1860's Building an Agrarian Nation A Nation of Regions Westward Movement 1803-1860's Going West - Living on the Frontier Fruits of Manifest Destiny American Sectionalism 1820-1860 Southern Agriculture after 1800 Northern Agriculture and the Industrial Revolution Prelude to the Civil War Slavery in the Territories: Kansas and the Two Cultures Polarization and the Road to War The Civil War 1861-1865 and Reconstruction 1865-1877 Clashing on the Battlefield, The Tide Turns Life After Slavery: Reconstruction in the States

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

1. Lecture and explanation of topic concepts.
 2. Instructor will provide verbal feedback to students questions during lecture, and written feedback on overhead/chalkboard to highlight concepts.
 3. Small-group discussions to share individual written research assignments.
 4. Instructor will provide verbal feedback to small discussion groups.
 5. Instructor will provide written feedback on individual student essays.
 6. Examinations will be a combination of objective material and essay answers.
 7. Instructor will periodically provide handouts on historical issues for student analysis.
- Additional Variations for Distance Education:
1. Instructor will provide ADA compliant recorded lectures and visual educationally based content.
 2. Instructor will provide feedback to students through the Canvas grading platform, including written, verbally recorded and via face-to-face electronic conferencing.

Reading Assignments

Assigned from textbooks, handouts online content via Canvas.

Writing Assignments

1. Students will be write papers contained in areas within the Topic Outline. These papers will explain the student s position relative to controversial topics within American history, e.g., Colonial Society, Revolution and the New Republic, Antebellum America, or the American Civil War - Conflict and Resolution.
2. Essay Questions within Examinations.

Out-of-class Assignments

Students will be write papers contained in areas within the Topic Outline. These papers will explain the student s position relative to controversial topics within American history, e.g., Colonial Society, Revolution and the New Republic, Antebellum America, or the American Civil War - Conflict and Resolution. Essay Questions within Examinations.

Demonstration of Critical Thinking

Analytical papers on various topics in American history. Library resource reading to complete their writing assignments. Small-group, in-class discussions. Objective examinations will be given covering text and lecture materials. Short essays exploring clashing views on controversial issues in American history.

Required Writing, Problem Solving, Skills Demonstration

1. Students will be write papers contained in areas within the Topic Outline. These papers will explain the student s position relative to controversial topics within American history, e.g., Colonial Society, Revolution and the New Republic, Antebellum America, or the American Civil War - Conflict and Resolution.
2. Essay Questions within Examinations.

Textbooks Resources

1. Required Nash, Gary. *The American People, Volume I to 1877*, ed. Chicago: Pearson, 2015 Rationale: latest
2. Required Henkin, D., McLennan R.. *Becoming America, Volume 1*, 1st ed. McGraw-Hill, 2015
3. Required Foner, E.. *Give Me Liberty! Volume 1*, 4th ed. Norton, 2014
4. Required Carnes, M.. *American Nation*, 15th ed. Pearson, 2016
5. Required Henretta, J., Edwards, R., Self, R.O.. *America's History, Volume 1*, 8th ed. Macmillan, 2014
6. Required Corbett (etc). *U.S. History*, 1 ed. Houston: OpenStax College, Rice University, 2014 Rationale: As part of the "Free Textbook" initiative, of which OCC is part, US History by OpenStax is offered as a pay-for print edition or a free online edition to

students. This book is highly recommended as a general survey work for classes in which students may benefit from a highly affordable textbook.

Other Resources

1. Students will read and analyze primary and secondary sources. Instructors may require students to buy readers like *Sources for America's History, Volume 1*, 8th ed., 2014, Macmillan custom readers designed by the instructor reprints like *Common Sense* or *Narrative of the Life of Frederick Douglass*