

HIST C170: UNITED STATES HISTORY TO 1876

Item	Value
Curriculum Committee Approval Date	02/24/2023
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)
Local General Education (GE)	• Area 3B Humanities (CC2) • Area 4 Social and Behavioral Science (CD1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2) • CSU D Soc Politic Econ Inst (D) • CSU American Institutions (US1)

Course Description

A comprehensive examination of the history of the United States from the beginnings of exploration to the end of reconstruction after the Civil War. It covers the political, economic, diplomatic, social, and cultural aspects of American life during this time span. This course fulfills the UC and CSU requirements for the BA degree and is transferable to all state institutions of higher learning. Transfer Credit: CSU; UC. C-ID: HIST 130. **C-ID:** HIST 130.

Course Level Student Learning Outcome(s)

1. Given a key economic, political, social, or cultural trend or event in the history of the United States to 1876, construct a well-organized argument, supported with relevant evidence, that evaluates the causes and/or implications of this trend or event.
2. Given primary and/or secondary sources relating to the history of the United States to 1876, analyze their meaning and usefulness as evidence.

Course Objectives

- 1. Demonstrate the ability to interpret primary and secondary sources relating to U.S. history prior to 1877 and to compose an argument which uses them, as appropriate, for support.

- 2. Utilize analytical categories of race, class, gender, and ethnicity to evaluate the development of the United States in the period prior to 1877.
- 3. Evaluate the growth of the United States in the period prior to 1877 in a global context.
- 4. Explain the major economic, technological, and scientific developments of this period in U.S. history and their historical significance.
- 5. Analyze major political trends, attitudes, conflicts, and events? including both mainstream and reform efforts?and explain their historical significance within the context of U.S. history prior to 1877.
- 6. Explain the major social and cultural developments in U.S. history prior to 1877, their causes and effects, and their historical significance.

Lecture Content

The Clash of Cultures Native peoples before European contact Europe and the Age of Discovery Contrasts in European colonization Foundations of British America The Southern colonies The New England colonies The Middle Colonies Becoming American Economic changes Social and demographic change Impact of the Enlightenment and Great Awakening Politics in the pre-Revolutionary era Origins of the Revolution The Seven Years War British challenge to colonial economic and political autonomy Colonial resistance The Revolution Declaration of Independence American weaknesses and advantages French intervention Reasons for American victory Confederation and Constitution Revolution s impact on American society Problems and conflicts within American society Achievements and failure of the Confederation government Origins and character of the Constitution The Early Republic The Federalist Program Foreign and domestic crises Rise of the Democratic-Republicans Jefferson s program War of 1812 Era of Good Feelings The Market Revolution Changes in transportation Towards a market economy Early industrialization Social implications Religion and Reform Second Great Awakening Utopian movements Social reforms Temperance Education Asylum and Prison Abolition Women s rights Jacksonian Democracy Mass participation politics Whigs and Democrats Jackson s program Indian Removal Nationalism Bank war Slavery and the South The plantation economy Social hierarchies of the South Impact of slavery upon the South African-American responses Origins of the Civil War Manifest Destiny and the Mexican-American War Collapse of the Second Party system Conflict over slavery and the western territories Secession Civil War Military strategies Domestic implications Abolition of slavery Reconstruction Presidential Reconstruction Congressional Reconstruction African-Americans and the struggle for equality End of Reconstruction

Lab Content

N/A

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)
- Video one-way (ITV, video) (63)

Instructional Techniques

A variety of instructional techniques will be employed to encompass different student learning styles. These may include, but are not limited to, lecture, discussion, and small group activities. Instruction will

be supplemented, where appropriate, by PowerPoint presentations, electronic resources and technologies, guest speakers, and field trips.

Reading Assignments

Students will complete reading assignments from the textbook as well as any supplemental reading based upon course readers, handouts, Internet resources, and assignments from Coastline's Library.

Writing Assignments

Midterm and/or final exams will include at least one essay designed to assess students ability to construct a coherent historical argument clearly supported by appropriate evidence. Students will also complete a paper, report, or other written work that demonstrates their ability to interpret and use primary and/or secondary sources.

Out-of-class Assignments

Outside of the classroom, students will do the required reading, study for quizzes and exams, and conduct research, where applicable, to prepare papers and essays.

Demonstration of Critical Thinking

Students will demonstrate critical thinking through written work such as essays and papers as well as active participation in class discussions.

Required Writing, Problem Solving, Skills Demonstration

Course assignments will include written work which demonstrates the ability to construct historical arguments, effectively use historical evidence, and analyze primary and secondary sources.

Eligible Disciplines

History: Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Boyer, P.; Clark, C.; Halttunen, K.; Kett, J.; Salisbury, N.; Sitkoff, H.; Woloch, N. *The Enduring Vision*, 10th ed. Cengage Learning, 2023 Rationale: - 2. Required Nash, G.; Jeffrey, J.; Howe, J.; Frederick, P.; Davis, A.; Winkler, A.; Mires, C., Pestana, C. *The American People*, 8th ed. Pearson, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text 3. Required Murrin, J.; Johnson, P.; McPherson, J.; Fahs, A.; Gerstle, G.; Rosenberg, E. *Liberty, Equality and Power: A History of the American People*, Enhanced 7th ed. Cengage Learning, 2019 Rationale: - 4. Required Roark, J.; Johnson, M.; Cohen, P.; Hartmann, S.; Stage, S. *The American Promise*, 9th ed. Bedford/StMartins, 2023 Rationale: - 5. Required Kennedy, David Cohen, Lizabeth. *The American Pageant*, 17th ed. Cengage learning, 2020 6. Required Brinkley, A. *The Unfinished Nation*, 10th ed. McGraw-Hill, 2022 7. Required Goldfield, D.; Argersinger, J.; Argersinger, P.; Anderson, V.; Abbott, C. *The American Journey*, 8th ed. Pearson, 2017 Rationale: - Legacy Textbook Transfer Data: Legacy text 8. Required Jones, J.; Wood, P.; Borstelmann, T.; May, E.; Ruiz, V. *Created Equal*, 5th ed. Pearson, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text 9. Required Carnes, M.; Garraty, J. *The American Nation*, 15th ed. Pearson, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text 10. Required Faragher, J.; Buhle, M.; Czitrom, D.; Armitage, S. *Out of Many: A History of the American People*, 8th ed. Pearson, 2015 Rationale: - Legacy Textbook Transfer Data: Legacy text 11. Required Foner, E. *Give Me Liberty!*, 5th ed. Norton, 2017 Rationale: - Legacy Textbook Transfer Data: Legacy Text 12. Required Tindall, G.; Shi, D. *America: A Narrative History*, 10th ed. Norton, 2016 Rationale: - Legacy Textbook

Transfer Data: Legacy text 13. Required Norton, M.; Sheriff, C.; Blight, D.; Chudacoff, H.; Logevall, F.; Bailey, B. *A People and a Nation*, 10th ed. Cengage Learning, 2015 Rationale: - Legacy Textbook Transfer Data: Legacy text 14. Required Corbett, P. Scott, Janssen, Volker, Lund, John M., Pfannestiel, Todd, Vickery, Paul, Waskiewicz, Sylvie. *U.S. History*, ed. Openstax, 2022 Rationale: -

Other Resources

1. Coastline Library