



HIST 120 - United States History 1 Course Outline

Approval Date: 05/10/2018

Effective Date: 06/01/2018

SECTION A

Unique ID Number CCC000276921

Discipline(s) History

Division Social Sciences

Subject Area History

Subject Code HIST

Course Number 120

Course Title United States History 1

TOP Code/SAM Code 2205.00 - History, General / E - Non-Occupational

Rationale for adding this course to the curriculum Adding DE options to course required for HIST degree.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid

Entirely Online
Hybrid more than 50%

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Survey of the political, economic, intellectual, social and cultural history of the United States from the colonial era to 1877.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- ENGL 90 with a minimum grade of C or better

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Critically analyze primary source evidence and evaluate that evidence in the context of broader historical themes and developments.
- Argue a historical thesis that explains the development of social, political, economic and/or cultural patterns in U.S. history, and use primary and/or secondary sources to support that thesis.

2. Course Objectives: Upon completion of this course, the student will be able to:

- Implement the historical method for purposes of inquiry.
- Apply basic research methodology.
- Use maps, charts and graphs effectively.
- Demonstrate the ability to analyze and write effectively about the historical process.
- Evaluate and interpret history through the examination of primary and secondary source material.
- Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender and ethnicity.
- Demonstrate an understanding of America's social, economic, and geographic growth in a global context.
- Explain major economic, technological, scientific, cultural and social developments and their historical significance.
- Analyze major political issues, institutions and events of 18th and 19th century American history, including the development of American Federalism and the role of the U.S. Constitution, the development of political parties, representative democratic government and reform movements, and explain their historical significance.

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3. Course Content

- PreColumbian America

- B. Europe and Africa
- C. Exploration and Conquest
- D. Early Settlement
- E. Developing Colonies
- F. Mercantilism and Imperial Rivalries
- G. Revolution and Independence
- H. Formation of the U.S. Government
 - a. Articles of Confederation
 - b. Federal Constitution and Bill of Rights
 - c. Federalists and Republicans
- I. Growth of the Early Republic
 - a. Jefferson
 - b. Louisiana Purchase
 - c. War of 1812
- J. Nationalism, Sectionalism and Economic Development
 - a. Transportation and Internal Development
 - b. Agrarian empire vs Industrial development
 - c. Monroe Doctrine
 - d. Missouri Compromise
- K. Jacksonian Era
 - a. Expanding Democracy
 - b. Political Parties
 - c. Native Americans
- L. Reform Movements
 - a. Woman Suffrage
 - b. Antislavery
 - c. Moral Reform
- M. Westward Expansion: 1840's
 - a. Immigration
 - b. Manifest Destiny
 - c. Mexican-American War
- N. Impending Crisis
 - a. Compromise of 1850
 - b. Regional interests and conflict
 - a. The South and Slavery
 - b. The North and Industry
 - c. Kansas-Nebraska
 - d. Election of 1860
- O. Civil War
- P. Reconstruction
- Q.

4. Methods of Instruction:

Discussion:

Distance Education:

Lecture: lecture supplemented by multimedia presentations (outlines, images, etc.) and discussions of major topics as needed

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- multiple choice, short answer, and/or essay

Quizzes -- multiple choice and/or short answer

Research Projects --

Papers --

Class Participation --

Final Exam -- Exam including multiple choice, short answer and/or essay questions covering topics such as Jacksonian democracy, antebellum economic development, westward expansion, reform movements, slavery and abolition, the U.S.-Mexican war and the Civil War.

Mid Term -- Exam including multiple choice, short answer and/or essay questions covering topics such as European colonization, the development of the British colonies, the American Revolution and the economy and society of the early American Republic.

Additional assessment information:

In addition to out-of-class writing assignments, methods of evaluation for this course will include an essay component on at least one exam.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

- Course textbook

- Primary Source readings, such as:

The Declaration of Independence

U.S. Constitution

The Declaration of Rights and Sentiments

Rowlandson, The Sovereignty and Goodness of God

Franklin, The Autobiography of Benjamin Franklin

Douglass, Narrative of the Life of Frederick Douglass

Northup, Twelve Years a Slave

Selections from Primary Source Readers such as:

Wheeler, Discovering the American Past

Marcus, America Firsthand

Foner, Voices of Freedom

Davidson, After the Fact

B. Writing Assignments

- Out-of-class writing assignments may include any/all of the following: analytical essays, research projects, book reports, and historical journals.

Examples of Analytical Essays:

Example 1: "In a four-page essay, compare and contrast the interaction between the Spanish, French and English with Native American groups between 1500 and 1800."

Example 2: "In a three-page essay, evaluate the differences and similarities between the Articles of Confederation and the Constitution of 1787 with respect to the legislative, executive and judicial structures of government under each."

Example 3: "In a five-page essay, relate the question of western expansion to the coming of the Civil War, and identify key historical events that contributed to this process."

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Brinkley
Title: The Unfinished Nation Vol. 1
Publisher: McGraw Hill
Date of Publication: 2016
Edition: 8

Book #2:

Author: Norton
Title: A People and a Nation Vol. 1
Publisher: Wadsworth/Cengage
Date of Publication: 2014
Edition: 10

Book #3:

Author: Divine
Title: America: Past and Present, Vol. 1
Publisher: Pearson
Date of Publication: 2013
Edition: 10

Book #4:

Author: Roark
Title: The American Promise, Vol. 1
Publisher: Bedford/St. Martin's
Date of Publication: 2014
Edition: 6

B. Other required materials/supplies.