

Crafton Hills College Course Outline

1. **Discipline:** History
2. **Department:** Social Sciences
3. **Course Title:** History of the United States to 1877
4. **Course I.D.:** HIST 100
5. **Prerequisite(s):** None
- Corequisite(s):** None

Departmental Recommendation(s): Eligibility for ENGL 101 as determined through the CHC assessment process.
Reading: pass a standardized test of reading comprehension at or above the 12th grade level

6. **Semester Units:** 3
7. **Minimum Semester Hours:**
Lecture: 48 Lab: 0 Clinic: 0 Field: 0

8. **Need for the Course:**

HIST 100 is the first of two courses which introduce students to American history. This course is associate degree applicable, satisfies a social sciences general education requirement for the associate degree, and is a requirement for students earning an associate of arts degree in history. This course transfers to UC and CSU, satisfies a CSU general education requirement in area D7, Social, Political and Economic Institutions, applies to the U.S. History, Constitution and American Ideas requirement for CSU graduation, and satisfies an IGETC requirement in area 3, Arts and Humanities or area 4, Social and Behavioral Sciences.

9. **Goals for the Course:**

- A. To provide an introductory American history course as preparation for other courses in history and the social sciences.
- B. To provide students with a sense of time, place and process to better understand American social, political, economic and cultural development.
- C. To provide students with a sense of perspective with which to better understand the responsibilities of American citizenship.

10. **Catalog Description:**

Survey of American history from the pre-Columbian period to the end of the Reconstruction Era in 1877. Introduction to key issues and developments of the period as America shifts its economic, political, technological and cultural base from a predominantly dependent agrarian colonial society to an independent urban, industrial nation.

11. Schedule Description:

Survey of American history from the pre-Columbian period to the end of the Reconstruction Era in 1877.

12. Entrance Skills:

A. Requisite Skills: None

B. Recommended Skills :

It is highly recommended that students entering the course be able to:

1. Read and comprehend a college-level textbook
2. Write an essay using proper spelling, grammar and punctuation, incorporating concepts and data and research into a coherent paragraph, that demonstrates inference to support a point.

13. Course Objectives:

Upon satisfactory completion of the course, students will be able to:

- A. Identify, compare, and contrast the following key topics and themes in American history between 1492 and 1877:
 1. The pre-Columbian societies: their diversity and similarities.
 2. The European competition for colonies in North America.
 3. The establishment and growth of the British Colonies.
 4. The philosophy, economics, and politics of independence and nation-building.
 5. The establishment of the national structure: politics, economics, culture and expansion.
 6. The growth of slavery, industrialization, expansion and sectionalism.
 7. The development from Jeffersonian to Jacksonian Democracy and the rise of the Reform Movements.
 8. The expansion West beyond the Mississippi River, Manifest Destiny and the War with Mexico.
 9. The rise of Sectionalism, States' Rights and the Civil War.
 10. The Reconstruction era and the growth of the urban, industrial society.
- B. Read, recognize, evaluate and write reports on key themes of American history as found in novels, supplemental readings and textbooks.
- C. On a map of the United States, identify the location of the states along the Mississippi Valley, both East and West along the river, as well as the states East from the Mississippi River to the Atlantic coast.
- D. Identify and distinguish the major changes and reactions the United States experienced in its transition from colony to agrarian-based nation to industrially-based nation.

14. Representative Texts and Instructional Materials:

Burner, D. et. al. (2004). Firsthand America: A History of the United States Vol. I (7/e). New York: Brandywine Press.

Brinkley, A. (2003). American History: A Survey Vol. I to 1877 (11/e). New York: McGraw-Hill.

Pruitt, B. (2004). Workbook in American History To 1877 Vol. I (4/e). New York: Brandywine Press.

Namorato, M. V. & Palmer, C.S. (2004). Distance Learning Study Guide America History: A Survey Vol. I to 1877. New York: McGraw-Hill.

Davidson, J.W. & Lytle, M.H. (2004). After the Fact: The Art of Historical Detection Vol. I (5/e). New York: McGraw-Hill.

Akers, C.W. (2002). Abigail Adams: An American Woman (2/e). New York: Addison Wesley Longman.

Morgan, E.S. (1999). The Puritan Dilemma: The Story of John Winthrop (2/e). New York: Addison Wesley Longman.

Fowler, W. (2000). Samuel Adams: Radical Puritan (2/e). New York: Addison Wesley Longman.

15. Course Content:

- A. The Pre-Columbian Americas: Native American Cultures prior to the European Arrival
- B. Competition and colonization by Africa, Portugal, Spain, France and England
- C. The British colonial structures: Mercantilism and the Navigation Acts
 - 1. The New England Colonies
 - 2. The Middle Colonies
 - 3. The Southern Colonies
- D. The Enlightenment and the Great Awakening
- E. The French and Indian War and the Turn toward Independence
- F. The Stamp Act Crisis
- G. The Declaration of Independence
- H. The Revolution of 1776-1789 and the Creation of New Structures:
 - 1. Articles of Confederation
 - 2. Continental Congress
 - 3. Continental Army
- I. The Constitutional Convention: Government by Compromise
- J. The Federalist/Anti-Federalist Debate: Hamilton and Jefferson
- K. The Constitution and New Nation: From Theory to Practice
- L. The Election of 1800 and Jeffersonian Democracy
- M. Expanding and Keeping the New Nation: The Louisiana Purchase
- N. Expansion and Growth along the Ohio, Tennessee, Cumberland and Mississippi Rivers
- O. The War of 1812: British and Native American Conflicts over American Expansion
- P. The Rise of Andrew Jackson as National Hero: The Social, Economic and Political Revolution of Jacksonian Democracy
- Q. Political Reform in the early 19th Century: The Vote, Land, and the West
- R. The "Yeoman Farmer" as the new "Common Man"
- S. Jackson as Symbol: Personification of the "New American"
- T. The Problems of Expansion and Success: Internal Improvements, Corporations, Industrialization, the Tariff, Banking and the Supreme Court
- U. Native American Removal: The Cherokees

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Board Approved: 5/12/05

Semester Effective: Fall 2005

- V. The Rise of Sectionalism: The Politics of Region over Nation
- W. Reform Movements of the Early to Mid 19th Century: Social Reforms, Insane Asylums Prisons, Women, Utopian Communities, the Second Great Awakening, Slavery, and Politics
- X. Westward Expansion Beyond the Mississippi and Manifest Destiny
 - 1. Extension of Slavery: Missouri Compromise of 1820
 - 2. The War with Mexico
 - 3. California Gold
- Y. Kansas-Nebraska, "Popular Sovereignty," and the Missouri Compromise of 1850
- Z. Sectionalism Mutated: A more virulent form 1850-60
- AA. Abolitionists Ascendant, The Kansas-Nebraska Act, and Harriet Tubman
- BB. States' Rights and Unilateral Secession
- CC. Lincoln's Attempts to Keep the Peace and Union
- DD. Lincoln-Douglas Debates and Lincoln's Election: The South Attempts to Break Away
- EE. The War to Preserve the Union and The War to Free the Slaves
- FF. Reconstruction Era, 1863-1877: Reconstructing the Union, Reconstructing the South, Lincoln's 10% Plan, the Radical Republicans' Plan, and the Freeman's Dilemma.
- GG. The Election of 1876 and the Compromise of 1877

16. Methods of Instruction:

- A. Lecture
- B. Class Discussion
- C. Assigned Readings and Written Work
- D. Audio-Video Tapes/Film/ Multi-Media Presentations
- E. Quizzes and Examinations of which at least 20% must be written or essay in format

17. Assignments and Methods of Evaluation:

Instructors may use a combination of the following, of which at least 35 percent of the total course grade must be written or essay in format:

- A. Objective testing including true/false, multiple choice, fill-in questions for quizzes, midterm examinations and the final examination. (30-40%)
- B. Essay testing for quizzes, midterms and the final examination. (30-40%)
- C. Term projects including research papers, book analyses and written reports. (30-40%)

18. Distributed Education Methods of Instruction: See attached form.