

HIST G170: HISTORY OF THE UNITED STATES TO 1876

Item	Value
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
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2) • CSU D6 History (D6) • CSU American Institutions (US1)

Course Description

A survey of American historical development from the founding of English colonies through Reconstruction. The course emphasizes the evolution of political, economic and social institutions and ideas. Recommended for transfer students. Essential for history and political science majors. Transfer Credit: CSU; UC. C-ID: HIST 130. C-ID: HIST 130.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Exhibit knowledge and understanding of the course content by major areas through written work and/or other forms of testing consistent with college level expectations. (Application of knowledge SLO).
3. Demonstrate proficiency in research, analytical, and communication skills necessary to present compelling and original arguments displaying a critical understanding of historical context, cause/effect, and/or change and continuity. Analysis should draw on both primary and secondary historical sources. (Critical thinking skills SLO).
4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends. (Relevance of History SLO).

Course Objectives

- 1. Analyze the multicultural and multiethnic foundations of early American society.
- 2. Evaluate the United States role in the early modern global economy and international political affairs.

- 3. Examine significant U.S. economic, technological, and scientific advances and interpret their historical impact.
- 4. Explore critical U.S. political, social, and cultural developments and ideologies and interpret their historical significance.
- 5. Analyze U.S History through the lens of gender, race, class, and ethnicity.
- 6. Apply comprehension of the historical record in order to analyze and interpret historical primary and secondary sources.
- 7. Formulate essential questions, pose new interpretations, and conduct research using historical evidence.
- 8. Recognize the importance of conflicting interpretations and contextualize the past on its own terms.
- 9. Analyze the dynamics of change over time in order to explain historical causality and preserve contingency in the past.
- 10. Evaluate the consequences of historical decisions and reflect on the relevance of debatable issues in the modern day.

Lecture Content

1. Pre-Columbian America A. The peopling of the Americas B. Mesoamerican connections with North America C. The ancient Pueblo and Cahokians D. Native American religion, gender, politics, and economics 2. European Conquest and Colonization of North America A. European religion, gender, politics, and economics B. European exploration of the Atlantic World C. Diversity of European patterns of colonization D. The Columbian Exchange 3. Indentured Servitude and Racial Slavery A. Africa religion, gender, politics, and economics B. The Atlantic slave trade C. Founding of Jamestown and cultivation of tobacco D. Indentured servitude E. Switch to slavery and institution of slave codes 4. Mercantilism and the Consumer Revolution A. Mercantilism and the Navigation Acts B. Population growth, immigration, and expansion C. Commerce, manufacturing, and regional economies D. Colonial and regional culture 5. Structure of Colonial Government A. The Magna Carta and the English Bill of Rights B. Englands political structure and colonial political orders C. Influence of Enlightenment ideals and Whig ideologies of freedom D. Theories of representation: virtual vs. direct E. Limitations of democracy: women and racial minorities 6. Imperial Reform and Colonial Resistance A. The First Great Awakening B. The French and Indian War C. Pontiacs Rebellion and the Proclamation of 1763 D. The Sugar, Currency, Stamp, and Townshend Act E. The Sons (and Daughters) of Liberty and rituals of resistance F. The Boston Massacre, the Boston Tea Party, and the Coercive Acts 7. The American Revolution A. The Continental Congress and the formation of the Continental Army B. Lexington and Concord C. Thomas Paine and Common Sense D. Thomas Jefferson and the Declaration of Independence E. British surrender at Yorktown and the Treaty of Paris of 1783 F. Revolution in rights for women, slaves, and Indians. 8. The Constitutional Convention and the Battle over Ratification A. The Articles of Confederation B. The Annapolis Convention and Shays Rebellion C. The Constitutional Convention: issues and debates D. The Federalists and the Anti-federalists E. The Bill of Rights F. The Federalist Papers and ratification of the constitution 9. The Early American Republic A. Federalists vs. Democratic-Republicans B. Citizenship for women, slaves, and Indians. C. The French Revolution and the Jay Treaty debate D. The Marshall Court and judicial review E. Westward expansion, Indian resistance, and the Louisiana Purchase F. The War of 1812 G. The Monroe Doctrine 10. The Market Revolution b A. Preindustrial economy and early internal improvements B. The transportation revolution C. The communication revolution

D. Textile mills and labor unions E. Urban migration, immigration, and population growth 11. Antebellum Slavery and the American South
 A. Differences between Northern and Southern culture and economy
 B. Slave society vs. societies with slaves C. Southern westward movement and incorporation of cotton economy D. Southern defenses of slavery E. Southern racial, gender, and social hierarchy F. Free black societies G. Slave work patterns and the domestic slave trade
 H. Slave culture and resistance 12. Jacksonian Democracy, Politics, and Social Reform A. The Second Great Awakening B. Moral reform: abolitionism and temperance C. Educational reform: public schools
 D. Womens Rights Movement: Seneca Falls, 1848 E. Jacksonian politics 13. Westward Expansion A. Missouri Compromise B. The Indian Removal Act and the Trail of Tears C. Manifest Destiny D. Texan independence E. The Overland Trail F. The Gold Rush
 G. The Mexican-American War and the Treaty of Guadalupe Hidalgo 14. Regional Divisions Leading to the American Civil War A. Free labor ideology vs. slave labor ideology B. The Wilmot Proviso vs. popular sovereignty C. Compromise of 1850 D. The Fugitive Slave Act and the Underground Railroad E. The Kansas-Nebraska Act and Bleeding Kansas F. The Dred Scott Supreme Court case G. John Browns raid on Harpers Ferry 15. The Beginning of the Civil War A. Election of Abraham Lincoln B. Secession of the South and formation of the Confederacy C. Fort Sumter and the start of the American Civil War D. Crucial battles: First Bull Run, Shiloh, and Antietam
 E. Life on the home front and battle front 16. The Conclusion of the Civil War A. The Emancipation Proclamation B. Black American enlistment C. Turning point battles: Gettysburg and Vicksburg D. Total war: Shermans march to the sea E. Surrender at Appomattox
 F. Consequences of the war 17. The Reconstruction of the American South A. Meaning of freedom for black Americans B. Freedmens Bureau and Radical Republicans C. Thirteenth, Fourteenth, and Fifteenth Amendments D. Black codes, KKK terrorism, and Jim Crow segregation E. Retreat from Reconstruction: failures and successes.

Method(s) of Instruction

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

Reading Assignments

Readings for History G170 will generally include a college-level survey textbook, a collection of separate readings, and a book-length primary source for the first semester of U.S. History. The survey textbook will serve as a secondary source and as a supplement to course lectures. The collection of separate readings will serve as analysis of primary source documents and comprehension of historical argument/theory. The book-length primary source will serve as extended analysis and a research paper assignment in the context of the assigned readings or other secondary source background.

Writing Assignments

Objective multiple-choice tests: the multiple choice tests will assess the students historical comprehension of the course lectures and secondary source readings. Short essay exams and class assignments: the short essay exams will assess the students analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students ability to take a stance on a controversial question/issue in American History and to formulate a

cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

Out-of-class Assignments

Required readings from primary and secondary sources, exercises, and written responses as required by the instructor. The take-home research paper will assess the students ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications. The instructor will choose a book-length primary source from the section Optional Textbooks in this course outline and assign an in-depth document analysis/research paper of approximately 6-8 pages/1,800-2,500 words.

Demonstration of Critical Thinking

Students shall demonstrate their ability to think critically by means of essay examinations and assignments that will require them to analyze, compare, contrast, explain, evaluate, and synthesize historical information and material as directed by the course instructor. Such essay examinations will be an important and integral component of every History 170 course.

Required Writing, Problem Solving, Skills Demonstration

Objective multiple-choice tests: the multiple choice tests will assess the students historical comprehension of the course lectures and secondary source readings. Short essay exams and class assignments: the short essay exams will assess the students analysis of historical people, events, ideas, and issues and their interpretation of historical primary sources. Students will be directed to focus on the analysis of historical significance rather than the memorization of historical facts. Blue-book essay examinations and research paper: the in-class blue-book essay examinations will assess the students ability to take a stance on a controversial question/issue in American History and to formulate a cogent historical argument corroborated by concrete historical evidence and primary sources. The take-home research paper will assess the students ability to analyze a book-length primary source, formulate historical questions, acquire information concerning the historical time and place, and to report on historical implications.

Eligible Disciplines

History: Masters degree in history OR bachelors degree in history AND masters degree in political science, humanities, geography, area studies, womens studies, social science, or ethnic studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Norton et al. A People A Nation: Volume One: To 1877, 10th ed. Cengage Learning, 2015 2. Required Foner. Give Me Liberty! Vol. 1, 4th ed. W.W. Norton Company, 2014 3. Required Murrin et al. Liberty, Equality, Power Vol. 1, 6th ed. Cengage Learning, 2011 4. Required Hoffman, Blum, Gjerde. Major Problems in American History, Volume I: To 1877, 3rd ed. Cengage Learning, 2012

Other Resources

1. Book-Length Historical Documents:--Letters from An American Farmer and Sketches of Eighteenth-Century America, J. Hector St. John De Crevecoeur--The Interesting Narrative of the Life of Olaudah Equiano, Olaudah Equiano--Democracy in America, Alexis de Tocqueville--Narrative

of the Life of Frederick Douglass, Frederick Douglass--Uncle Toms Cabin,
Harriet Beecher Stowe