I. **OVERVIEW**

The following information will appear in the 2016 - 2017 catalog

**HIST 101—HISTORY OF THE UNITED STATES TO 1877**  
3 UNITS

*Formerly listed as: HIST - 101: History of the United States Through Reconstruction*  
*54.00 Lecture Hours*  
*Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.*

Survey of United States history to 1877 exploring the intersection of politics, the economy, society, culture and geography. Periods covered include: American societies to 1492, the colonial period, the American Revolution, creation of the U.S. Constitution and federalism, the early national period, the antebellum period, the Civil War and Reconstruction. Field trips are not required. Not repeatable. (A-F or P/NP)  
*Transfer: (CSU, UC) (CC: HIST 16) (C-ID: HIST 130) General Education: (MJC-GE: B ) (CSU-GE: a - Group a, c - Group c, D6 ) (IGETC: 4F )*

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. **HISTORICAL TOPICS**

   1. Within the topics listed (2-11) the course examines significant political, economic, social and cultural developments, emphasizing the diverse nature of societies
   2. North American cultures to 1492 and the impact of European conquests  
   3. European exploration and settlement in North America (British, Spanish, Dutch, French)  
   4. Comparison of colonial empires in North America, with emphasis on policies and imperial rivalries  
   5. The American Revolution, causes and consequences  
   6. Nation building - the Articles of Confederation, the US Constitution, democracy, and the role of federal and state governments  
   7. Political parties, regionalism, and the struggle between national and state power during the antebellum period  
   8. Economic and geographic expansion  
   9. North, South and West in comparative perspective between 1790-1850 including political divisions, labor systems, social change  
   10. Westward expansion between 1790 and 1860 and its political, social and economic impacts  
   11. Slavery and ante-bellum reform  
   12. The crises of the 1850s and the causes of the Civil War
13. The Civil War and Reconstruction

B. HISTORICAL ANALYSIS SKILLS

1. Demonstration of knowledge of historical information such as names, chronologies and periodization, terms and concepts.

2. Understanding of the diversity and complexity of the historical context that shapes human experience.

3. Understanding of the interrelatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.

4. The ability to take a position on a debatable historical issue and use historical data as evidence to support position.

5. Analysis of primary and secondary sources.

6. Understanding of the concepts of bias and point-of-view as they relate to historical thinking.

7. Formulation of important historical questions through inquiry.

8. Determination of the significance of different kinds of historical change

9. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of the time

10. Ability to articulate the above modes of historical thinking and analysis through critical writing and/or discussion.

2. Recommended Content:

Additional material covered may include:

A. Independence movements and revolutions in the New World in comparative perspective (Haiti, Spanish America independence movements, Brazil);

B. New World slavery in comparative perspective (the Caribbean and Brazilian experience)

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50.

2. Requisite Skills

Before entering the course, the student will be able to:

A. Read and think critically (e.g. distinguish supporting ideas from main ideas, distinguish between student's own thoughts and thoughts of writer, and draw inferences and make judgments about a writer's thoughts and attitudes).

C. HOURS AND UNITS

3 Units
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lectures that provide frameworks for content knowledge and analytical skills (i.e. didactic and dialectical/Socratic method)

2. Interpretive use of sources such as, but not limited to, maps, narratives, images, primary texts, audio speeches, art, and music.

3. Active learning exercises and student-centered learning techniques (discussions, "one-minute essays", debate) designed to teach students to assess and appraise historical developments and events then draw their own conclusions.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Reading assignments of approximately 30-60 pages (weekly).
   B. Readings in primary source documents, and/or scholarly journals (weekly or bi-weekly).
   C. Typed essays or written projects that demonstrate content knowledge and understanding of historical analysis skills, totaling approximately 1,500 to 2,000 words total (one to two per term).
   D. Discussion board or journal writing, based on textbook and supplementary readings, totaling approximately 200 words per assignment (weekly or bi-weekly).
   E. Preparation for in-class examinations and quizzes based on reading assignments and class lectures/discussions. Exams include a significant written component (two to three per term).

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   A. Written in-class essays based on analytical questions.

      1. For example, How did differing colonial and British government perspectives on the role of the colonies in the British empire impact the events from 1763 to 1776?

   B. Analytical papers that ask students to use evidence from primary and secondary sources to answer a historical question. May be in the form of a research paper, discussion board entry or critical essay.

      1. For example, a paper that asks students to decide whether abolitionist John Brown was a terrorist or a freedom fighter, drawing their evidence from primary source documents and scholarly articles.

   C. Book or article reviews of scholarly work that ask students to identify the author's main arguments and offer a critique of those arguments. May be in the form of formal review essay, discussion board entry or journal.
1. For example, asking students to assess the influences on Thomas Jefferson's writing of the Declaration of Independence through critical analysis of several scholarly articles on this topic.

F. TEXTS AND OTHER READINGS (TYPICAL)


6. Other: Primary and secondary source documents relating to themes and topics covered in History 101. Typical sources might include (but are not limited to) autobiographies, sermons, governmental documents, diaries, letters scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

III. DESIRED LEARNING

A. OBJECTIVES

1. **Required Objectives**

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

a. Effectively use historical analysis skills including understanding chronology, ability to make analytical connections between events, understanding the difference between a primary source and interpretation, and ability to analyze primary and secondary sources to develop an understanding of the past.

b. Argue a position about a historical topic using primary and secondary sources.

c. Analyze the development of the American colonies in terms of their economic, social, cultural, and political development.

d. Examine local, state, and federal relationships as a product of historic development.

e. Analyze the political, social, and economic issues involved in the development of the U.S. Constitution.

f. Identify crucial Supreme Court interpretations and analyze their societal impact.

g. Explain the causes and consequences of the American Revolution, including the economic, political and societal changes taking place.

h. Explain the impact of race, ethnicity, gender, and class in pre-Civil War America.

i. Compare and contrast regional identities during the antebellum period, including migration, economic and political ideologies, and social and cultural transformations.

j. Analyze the growth of America in a global context using political, social, technological/scientific and economic frameworks to do so.

k. Explain the origins and interpretation of the 1849 California State Constitution.

l. Analyze the causes and consequences of the Civil War, including the
economic, political and social influences on this conflict.

m. Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender and ethnicity.

n. Analyze major political trends, attitudes conflicts and events-including both mainstream and reform efforts-and explain their historical significance.

o. Explain the major social and cultural developments, their causes and effects, and their historical significance.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Written and/or objective quizzes
2. Discussions
3. Homework assignments

B. SUMMATIVE EVALUATION

1. Will include: Essay exams that require demonstration of historical analysis skills. Typical length, 600-1,200 words.
2. Will include: Essays and/or research projects that require demonstration of content knowledge and historical analysis skills. Collective typical length, 1,500-2,500 words.
3. May also include: Projects and presentations that include significant critical analysis of historical topics. Typical length, 750-1,000 words.
4. May also include: Objective examinations that measure knowledge of historical information.
HIST - 101: History of the United States to 1877

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate factual knowledge of key political, economic, social and cultural events and issues in the history of the United States to 1877.
2. Evaluate, analyze and interpret primary and secondary historical sources and make historical arguments based on these sources.
3. Apply critical thinking (including causal analysis and skeptical inquiry) to historical concepts and developments in the history of the United States to 1877.
DE Addendum

PREPARED BY: William Newell
COURSE PREFIX AND NUMBER: HIST 101
COURSE TITLE: History of the United States to 1877
EFFECTIVE DATE: 05/02/2016

**DISTANCE EDUCATION:** MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online?
The hybrid format is a 50-50 split between on-campus meetings and online work. Lectures take place face-to-face, while online discussions of readings and lecture take place in the online format. Summative assessments take place in class, while formative assessments (discussion writing, etc) take place online.

**METHOD OF INSTRUCTION:**
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Students will listen or read materials based on learning goals, will demonstrate understandings through in-class and online examinations.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE? IF SO, IN WHAT WAYS DO THEY DIFFER?
They are substantively the same. Exams take place in-class, but quizzes may be done in an online format.
COURSE TITLE: History of the United States to 1877
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: ONLINE COURSE All class time is done online. Students must have access to a computer and the Internet. Course has no on-campus meetings.

METHOD OF INSTRUCTION:
- Telephone Contact
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Group Projects

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Lectures, readings, assignments, audio-visuals, and exams posted to the course learning management system parallel those of more traditional brick-and-mortar courses. The only missing components of online courses are the formal synchronous lectures of traditional classrooms. However, technology is increasingly making it possible to replicate live lectures to which students can respond asynchronously.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?
IF SO, IN WHAT WAYS DO THEY DIFFER?
The methods of evaluation are different in how exams are given. Because these courses are fully online, students take exams outside a proctored environment, which means students in the online environment are not required to demonstrate the ability to study material then turn their knowledge into written responses without support of instructional material. In essence, online examinations are the equivalent of "take home" or "open book" exams. Although we can minimize cheating by the use of tools, such as Turnitin.com, we do not know who, exactly, is taking any given assessment in the online environment.