

I. COURSE DESCRIPTION:

Division:	Social Science
Department:	History
Course ID:	HIST 100
Course Title:	United States History to 1877
Units:	3
Lecture:	3 Hours
Laboratory:	None
Prerequisite:	None

Catalog and Schedule Descriptions: General survey of the history of the United States with an emphasis on political, economic, social, and cultural developments from the pre-Colonial period through the Civil War and Reconstruction period.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course for the first time, the student will be able to:

- A. Identify, define, and discuss key factors contributing to European exploration and conquest, the creation of a cultural frontier between Native Americans and European settlers, and the separation of North America from British colonial rule
- B. Demonstrate the ability to critically evaluate and interpret pertinent themes such as the transition to slave labor in the Chesapeake, the role of women in the colonial experience, and the impact of Republican thought on American politics
- C. Compare and contrast the development of various colonies, identifying their original goals as well as their end results, including: Georgia, the Carolinas, Virginia, Maryland, the Quakers, the Pilgrims, the Puritans, and the Exodus Colonies.
- D. Examine and interpret the key factors leading to the American Revolution, highlighting economic, political, social, and ideological foundations
- E. Discuss the failures of the Articles of Confederation and understand the development and ultimate structure of our government and the Constitution
- F. Interpret the key economic shifts surrounding the Market Revolution
- G. Demonstrate the ability to critically evaluate the impact of growth, prosperity, and expansion on Native American and slave populations
- H. Analyze and discuss important questions regarding immigration, reform movements, and sectionalization
- I. Understand the impact of the Mexican American war, considering political, social, cultural, and economic aspects
- J. Construct sound arguments regarding the causes and the consequences of the Civil War
- K. Analyze and discuss the various stages and the outcome of the Reconstruction period

IV. COURSE CONTENT:

- A. Introduction and Overview: key themes of United States History
- B. Merging of Three Peoples
 1. European background
 2. Native American background
 3. African background
- C. Invasion and Conquest
 1. Various methods of conquest used by Europeans (Spanish, French, and English) in the Americas
 2. Impact of invasion from Columbus to John Smith
- D. Transplantations and New Developments

San Bernardino Valley College
Curriculum Approved: December 8, 2003
Last Updated: December 2003

1. Jamestown
 2. Maryland
 3. Plymouth
 4. Massachusetts Bay Colony
 5. Exodus Colonies
 6. Carolinas
 7. New Netherlands, New York, New Jersey
 8. Quaker colonies
 9. Georgia
- E. Relationship between colonists and Native Americans
- F. Class conflicts and the institutionalization of slavery: Bacon's Rebellion
- G. Colonial America
1. Population shift
 2. Daily life
 3. Economic developments
 4. Great Awakening
 5. Colonial Slavery
- H. Rising causes of the American Revolution
1. French and Indian War
 2. New British policies and attitude towards American colonists
 3. Development of a revolutionary philosophy
 4. New developments of resistance
- I. American Revolution
1. Declaration of Independence
 2. Aims for war
 3. Preparations for war
 4. Early battles
 5. Aid from France
 6. Winning the war, winning the Peace
 7. Impact of war on various populations: winners and losers within America
- J. Creation of a New Government
1. Assumptions of Republicanism
 2. Articles of Confederation—development, implementation, and failure
 3. Constitution
 4. Structure of our Government
- K. Early Republic
1. Federalist Agenda
 2. Revolution of 1800
 3. War of 1812
 4. Sectionalism vs Nationalism
- L. Jacksonian America
1. Mass Politics
 2. Federal vs State Power: Nullification
 3. Indian Removal Act and the Trail of Tears
 4. National Bank war
 5. Second Party System
- M. Market Revolution
1. Transportation Revolution
 2. Immigrant workforce
 3. Textile Mills
 4. Social Change—"Cult of Domesticity"
- N. Slavery and the Old South
1. Cotton Economy
 2. Planter Elites
 3. Slave Labor
 4. Slave Families

5. Slave Culture—African Transferences
- O. Reform Movements
 1. Literature
 2. Transcendentalists
 3. Revivalism and Moral Order
 4. Mormons
 5. Shakers
 6. Early Abolitionists
 7. Garrison's Abolitionists
 8. Black Abolitionists
- P. Westward Expansion
 1. Manifest Destiny
 2. Texas and California—settlement and rebellion
 3. Mexican American War
 4. Treaty of Guadalupe Hidalgo and impact on Native populations
 5. Gold Rush
 6. Frontier—life, culture, mythology
- Q. Crises of the 1850s
- R. Civil War
 1. Causes
 2. Mobilization of North and South
 3. Early Southern Victories
 4. North takes over
 5. 1863—Turning Point—Vicksburg, Gettysburg
 6. Emancipation Proclamation
 7. End of War
 8. Consequences of Civil War
- S. Reconstruction
 1. Interest groups and different agendas for Reconstruction
 2. Moderate/Presidential Phase
 3. Radical/Congressional Phase
 4. Election of 1876 and Compromise of 1877
 5. Consequences of Compromise of 1877
- T. Overview of First half of U. S. History

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Group discussion
- C. Critical evaluation of audio visuals
- D. Guest lecturers
- E. Field trips

VI. TYPICAL ASSIGNMENTS:

- A. Reading: Read The Narrative of Frederick Douglass and evaluate the role literacy played in his quest for freedom.
- B. Writing: Using at least five sources, evaluate the impact of the Indian Relocation Act on the Native populations living east of the Mississippi River.
- C. Critical Thinking: What were the obstacles to the development of “transplanations?” Evaluate in what ways were “micro-Englands” created (consider economics, religion, social structure, ideology) and on the other hand, why unique American colonies emerged.

VII. EVALUATION:

- A. Methods of evaluation:
1. Objective examinations
Sample: Abolitionist and founder of the newspaper, The Liberator was
 - a. Martin Delany
 - b. David Walker
 - c. William Lloyd Garrison
 - d. Frederick Douglass
 2. Subjective examinations
Sample: Were the "founding fathers" democratic reformers or were they self-interested planters, merchants, and creditors seeking to protect their property and investments?
 3. Subjective evaluation of student writing. Students are evaluated on their ability to clearly answer specific assignments by using primary and secondary source materials for evidence.
 4. Subjective evaluation of student presentations, projects, or special assignments. Students are graded on their ability to clearly present arguments to support a position. Students are expected to integrate information from the course, outside readings, and their own experiences into these projects. These projects should demonstrate critical thinking skills as well as knowledge about the course content.
- B. Frequency of evaluation:
1. Two exams (minimum)
 2. One critical , formal paper (6 pages minimum)
 3. Weekly class assignments (quizzes, group work, group projects, debates)

VIII. TYPICAL TEXTS:

- A. Brinkley, Alan. The Unfinished Nation: A Concise History of the American People, Fourth Edition, Volume I. Boston, MA: McGraw-Hill, 2004.
- B. Carroll, Peter. We the People: A Brief American History , Volume I. Belmont, CA: Thomson Wadsworth, 2004.
- C. Murrin, John. Liberty, Equality, Power: A History of the American People, Volume I Concise Third Edition. Belmont, CA: Thomson Wadsworth, 2004.

Or other college level textbooks

Supplemental Reading:

Gates, Henry Louis. The Classic Slave Narratives.
Conlin, W. Mountain Windsong
Madaras, M. Taking Sides: Clashing Views on Controversial Issues in American History, Volume I
Countryman, E. The American Revolution.
Zinn, H. A Peoples' History of the United States
Ulrich, L. Good Wives

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None