

Cerro Coso College
Course Outline of Record Report
10/12/2021

HISTC131 : History of the United States to 1877

General Information

Author:	<ul style="list-style-type: none">Matthew JonesKing, SarahBeshwate, Benjamin
Course Code (CB01) :	HISTC131
Course Title (CB02) :	History of the United States to 1877
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2205.00) History
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000301453
Curriculum Committee Approval Date:	02/19/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	04/14/2016
Course Description:	This course examines the social, political, economic, and cultural history of the United States from the establishment of European colonies in the New World through Reconstruction. Special attention is given to the study of select topics, such as the development of American ideologies, institutions, and legal structures.
Submission Type:	Mandatory Revision Updating for cyclical review and updating textbook and topical outline for CID approval.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">History
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">History
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">Letter Grade MethodsPass/No Pass
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Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Political Science Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

History Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

History Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020

Political Science Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020 to Summer 2020

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 2.3	Social & Behavioral Sciences Historical	Approved	No value	No Comparable Course defined.
Area 3.3	Humanities Humanities	Approved	No value	

CSU General Education Certification

Area	Categories	Status	Approval Date	Comparable Course
Area D.6	Social Sciences History	Approved	No value	No Comparable Course defined.
Area C.2	Arts & Humanities Humanities	Pending	No value	

Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 4.F	Social and Behavioral Sciences History	Approved	No value	No Comparable Course defined.
Area 3.B	Arts & Humanities Humanities	Pending	No value	

C-ID

C-ID	Categories	Status	Approval Date	Comparable Course
History	C-ID discipline	Approved	No value	HIST 130

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value	No Value	No Value	No Value
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Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex historical theories. In addition, they must critically analyze scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
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No value	No value
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Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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Specifications

Methods of Instruction

Methods of Instruction	Written work
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Rationale	Example - Write a 1500 - 2000 word research essay analyzing the appropriateness and/or usefulness of labeling a particular historical figure as either villain or hero.
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Methods of Instruction	Other
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Rationale	
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Examples of Other Methods - Reading supplementary materials.Films and documentaries.Screening notes.

Methods of Instruction

Lecture

Rationale

Example - class lecture explaining how and why the early 19th century transcendentalist and Great Awakening social movements are understood as philosophical adaptations to the reality of individualism that came in the wake of increasing market economics and democratic politics.

Methods of Instruction

Discussion

Rationale

Example - Class discussion centered on the difficulty of using modern legal understandings of property ownership to either justify or condemn European settlers' aggressive acquisition of Native American territory.

Assignments

A. Reading assignments in textbook and supplementary materials. For example, an assigned reading may require students to read all of Chapter Ten on democracy in the era of western expansion, paying special attention to the different politics of expansion that existed between the new Democrat and Whig political parties.

B. Writing analytic papers on topics related to pre 1877 U.S. history. For example, a term paper assignment may require students to find and read supplemental works on a subject discussed in one of the chapters covered in class in order to compare and contrast the views of the textbook author and supplemental book author(s) on the subject.

C. Conducting research on topics from pre Civil War U.S. history. For example, a term paper assignment may require students to find and use two scholarly articles or books on a specific historical event related to an era covered in class or the text, as well as the textbook, in order to write a robust explanation of why that event is significant to understanding the development of American history.

Methods of Evaluation

Rationale

Tests

Examinations, including multiple choice, short answer, and short essays that measure the student's ability to identify key events and trends in U.S. history and analyze various interpretations of the development of the United States through Reconstruction.

Homework

Short homework assignments during the semester.

- Example: Find a newspaper or magazine article and write a one to two page paper describing how it relates to an issue covered in the first two chapters of the textbook.

Research Paper

A term paper of between 1500 and 2000 words due towards the end of the semester.

- Example: a term paper assignment may require students to find and use at least two scholarly articles or books on a specific historical event related to an era covered in class or the text, as well as the textbook, in order to write a robust explanation of why that event is significant to understanding the development of American history.

Distance Education Description: how outcomes are evaluated

Outcomes for the various methods of evaluations above are assessed in the following ways:

1. Hands on projects are assessed using a rubric .
2. Quizzes are assessed using tabulated scores.
3. Written assignments are assessed using a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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Foner, Eric	Give Me Liberty: An American History	W.W. Norton & Co.	2019	
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Other Instructional Materials

Description	Other: Works of Historical Fiction: Nathaniel Hawthorne. The Scarlet Letter.
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Author	
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Citation	History of the United States to 1877
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Description	Other: Primary Sources: Alexis De Tocqueville. Democracy in America.
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Author	
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Citation	History of the United States to 1877
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Description	Other: Works of Historical Analysis: Stanley Elkins. Slavery
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Author	
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Citation	History of the United States to 1877
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Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Compare and contrast the colonial enterprises of Spain, France, and Great Britain, including their consequences for territorial expansion and native relations. Expected SLO Performance: 70.0

Explain the historical significance of various key people, events, and institutions that shaped the development of American institutions in politics, economics, technology, science, and society. Expected SLO Performance: 70.0

Social Science
IGETC PLOs

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Social Science
Liberal Arts: Social & Behavioral
Sciences AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Social Science
PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Identify the experiences of different social groups - ethnic, gender, religious, and socioeconomic - from the arrival of the Europeans through the Civil War. Expected SLO Performance: 70.0

Recognize how unresolved historical problems, such as slavery and relations with Native Americans, shaped future historical developments. Expected SLO Performance: 70.0

Identify the impact of sectional characteristics and issues on the political, socioeconomic, geographic, and cultural development of the United States. Expected SLO Performance: 70.0

Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support. Expected SLO Performance: 70.0

Outline

Course Outline

A. Introduction: Western European roots and new beginnings

1. Renaissance and Reformation
2. Rise of the nation-states
3. Native American society and culture before European arrival
4. Impulse to explore; expand; and colonize
5. Role of African societies

B. European colonial efforts in North America; 1600 - 1640

1. New Spain; New France; and New Netherlands
2. The Caribbean
3. Founding of Virginia and life in the Chesapeake
4. Founding and life in New England

C. American societies take shape; 1640 to 1720

1. The restoration colonies
2. Decade of crisis 1670 - 1680
3. Introduction of African slavery and the atlantic slave trade
4. Impact on Native Americans
5. Contrasts in style: roots of sectionalism

D. A World Transformed; 1720 - 1770

1. Population growth and ethnic diversity
2. Economic growth and development
3. Colonial families
4. Politics: stability and crisis in British America
5. Impact of the Enlightenment

E. Severing the bonds of empire; 1754 - 1774

1. Renewed warfare among Europeans and Indians
2. Contrasting perceptions - British leadership and colonial visionaries
3. Taxes; tea; and turmoil

F. Independence and war

1. Colonial organization and dissention
2. Declarations and choosing sides
3. Washington and the transition to nationhood
4. Yorktown and the Peace of Paris

G. Designing a national republic

1. Trials of confederation
2. Social change as postwar outcome
3. From crisis to Constitution - historical interpretations
4. Compromise and ratification

H. Federalism - conflicts at home and abroad

1. Challenges of Constitutional organization - Washington, Hamilton, and Jefferson
2. French Revolution and partisan politics
3. Foreign affairs and the Adams presidency
4. The Alien and Sedition Acts

I. Jefferson and change

1. Jefferson and the Marshall Court
2. National territorial expansion - impact on commerce; industry; and transportation
3. American neutrality and the War of 1812
4. Native American resistance and removal

J. Age of Jackson

1. Political reform - party politics
2. Abolition and movements for women
3. Manifest Destiny and expansionism

K. Slavery in the United States

1. Economics of slavery: trade and institutionalization
2. Southern society and attitudes - the "peculiar institution"
3. Slave culture - life and labor
4. Contrasts with slavery in Latin America
5. Slave resistance and rebellion
6. Unresolved issues

L. Road to War; 1845 -1861

1. War with Mexico and its consequences
2. Compromise of 1850
3. Slavery expansion and the collapse of the party system
4. Economics and ideology
5. Lincoln and dissolution of the Union

M. Civil War & Reconstruction

1. Americans go to war
2. Economics of War
3. Advent of Emancipation
4. Final test of wills
5. Defeat of South and the collapse of agrarianism
6. End of slavery and the new racial relationships
7. Military reconstruction and the Radical Republicans
8. Segregation and the New South

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of HIST C131 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

N/A

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

No Value

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 for onsite and 45 online.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Correspondence education in high school and prison facilities