

**College of San Mateo  
Official Course Outline**

1. **COURSE ID:** HIST 201    **TITLE:** United States History I    **C-ID:** HIST 130  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
Eligibility for ENGL 838 or ENGL 848 or ESL 400 and any READ 400 level course.
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
CSM - GENERAL EDUCATION REQUIREMENTS: E1. Option 2- Group 1: American history and institution  
CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science  
**CSU GE:**  
CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)  
CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions  
CSU GE Area D: SOCIAL SCIENCES: US-1  
CSU GE Area D: SOCIAL SCIENCES: US-2  
**IGETC:**  
IGETC Area 3: ARTS AND HUMANITIES: B: Humanities  
IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
This course explores the evolution of United States history from its pre-Columbian Native American origins through the Reconstruction Era (1877). Using the analytical lenses of race, class, gender, ethnicity and sexuality, this course examines the political, economic, social, religious, environmental, and cultural forces that shaped, and continue to shape, the nation and the lives of its diverse inhabitants. Topics include indigenous societies and cultures, European conquest and colonization, slavery and abolition, the women's movement, westward expansion, immigration, the American Revolution, the Constitution and the formation of the U.S. government, reform movements, the U.S. Civil War, and Reconstruction.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
Upon successful completion of this course, a student will meet the following outcomes:
  1. Demonstrate a broad knowledge of U.S. history to 1877 using the analytical lenses of race, class, gender and ethnicity.
  2. Trace and explain the development of democratic ideals and practices, as well as representative institutions, and the forces which nurtured them from the colonial period to 1877.
  3. Use critical thinking and research skills in the interpretation, explanation, and communication of U.S. History through primary and secondary sources.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:
  1. Identify and analyze the cultural, linguistic, economic, political and spiritual worldviews of various indigenous civilizations before the arrival of Europeans.
  2. Demonstrate an understanding of the United States' political, economic and cultural evolutions in a global context.
  3. Analyze the evolution of cultural, intellectual, and religious life from the colonial era to 1877.
  4. Explain the rise of the transatlantic slave trade and its impact on Africa, Europe and the Americas.
  5. Trace and explain the development of democratic ideals and practices, as well as representative institutions, and the forces which nurtured them from the colonial period to 1877.
  6. Demonstrate an understanding of federalism, its development, and its importance from the early national period to today.
  7. Demonstrate an understanding of the U.S. Constitution, including the structure and powers of government it created, and its policies regarding the form and nature of governance and citizenship.

8. Analyze the historical roots of contemporary social, economic, political, religious, legal, constitutional, environmental and cultural issues.
9. Describe and analyze antebellum reform movements including abolitionism, temperance and women's rights.

## 6. COURSE CONTENT:

### Lecture Content:

1. Pre-Columbian Indigenous Cultures, Communities and Civilizations
  - A. Migration theories
  - B. Paleo-Indians
  - C. Agricultural & Environmental Change
  - D. Indigenous Cultural, Political, Linguistic, Religious, and Economic Hearths
2. European Exploration, "Conquest," and Settlement in the Atlantic World
  - A. Means and Motives for Colonizing the Americas
  - B. Colonization in a Global Context
  - C. Impacts of Early Contact for Native Americans
3. Cultural Collisions: The Columbian Exchange
  - A. Resistance
  - B. Accommodation
  - C. Alliances
  - D. Global Consequences and Legacies of the Columbian Exchange
4. Early Settlement Efforts
  - A. Spanish
  - B. British
  - C. French
  - D. Dutch
5. Settling British North America: Emerging Cultural, Economic, Political and Religious Hearths
  - A. The Chesapeake
  - B. New England
  - C. The Middle Colonies
  - D. Native American Responses to Colonial Growth
  - E. Geographical and Environmental Influences on Colonial Life
6. The Sugar Revolution and the Rise of the Transatlantic Slave Trade
  - A. Unfree Labor in a Historical and Global Context
  - B. Enslavement of Native Americans
  - C. Indentured Servitude
  - D. African Enslavement
  - E. The Evolution of Race-Based Chattel Slavery in Colonial America
7. The Evolution and Expansion of Colonial North America
  - A. Demographic and Economic Growth of Colonies
  - B. Expansion of Cash-Crop Agriculture and Slavery
  - C. The Transatlantic Slave Trade
  - D. The Middle Passage
  - E. Early Abolitionist Efforts
  - F. Mercantilism and Trade
  - G. Social, Political, Economic, Religious, and Ethnic Diversity in the Colonies
  - H. Colonial Newcomers and Settlement of the Backcountry
    - I. The Great Awakening
8. The Road to Independence
  - A. Imperial Conflicts
  - B. Native American Alliances and Conflicts
  - C. French and Indian War
  - D. The Ideological, Economic, Political and Cultural Origins of the American Revolution
  - E. Course of the American Revolution
  - F. Consequences of Independence at Home and Aboard
  - G. African Americans in the Revolutionary War
  - H. Native Americans in the Revolutionary War
    - I. Women in the Revolutionary War
9. Constructing a New Nation
  - A. Shays' Rebellion

- B. Article of Confederation
  - C. Constitutional Convention & the Constitutional Debates
  - D. Ratification and Bill of Rights
  - E. Hamiltonian and Jeffersonian Views
  - F. Limits of Democracy: Inequalities in the Formation of the Nation
10. The Early Republic
    - A. The Rise of Political Parties
    - B. Louisiana Purchase
    - C. Territorial Expansion
    - D. The United States on Global Stage
    - E. War of 1812
    - F. "Era of Good Feeling"
    - G. Growth of Nationalism
  12. Antebellum America
    - A. Party Politics in the Age of Jackson
    - B. Nullification Crisis
    - C. Battle against the Bank of the United States
    - D. Technological Innovation
    - E. Rise of Industrialization: Manufacturing
    - F. Industrial Labor
    - G. Factories, Mills and Unions
    - H. Expansion of Democracy in the Age of Jackson
    - I. Constriction of Democracy in the Age of Jackson
    - J. Cherokee Removal
    - K. Trail of Tears
    - L. Nativism
  13. Manifest Destiny and Territorial Expansion
    - A. Afro-Mestizos/Afro-Mestizas in the West
    - B. Latinos/Latinas in the West
    - C. Native Americans in the West
    - D. Russians and British in the West
    - E. War with Mexico
    - F. Treaty of Guadalupe
    - G. Gold Rush
    - H. Frontier Communities
      - I. Women in the Frontier West
      - J. African Americans in the Frontier West
      - K. Immigrants in the Frontier West
      - L. Meanings of Westward Expansion for Native Americans
  13. Slavery in Antebellum American
    - A. Resistance and Revolt
    - B. Cultural Creativity
    - C. Family Life in Enslavement
    - D. Manumission
    - E. Spirituality
    - F. Slave Economies
  14. Antebellum Reform Movements
    - A. Abolitionist Movements
    - B. Women's Rights Movement
    - C. Social Reform Movements
    - D. Child Welfare Reform Movements
    - E. Labor Reform Movements
  15. A House Divided: The Road to U.S. Civil War
    - A. Expansion of Slavery
    - B. Free-Soil Movements
    - C. Compromise of 1850
    - D. Kansas-Nebraska Act
    - E. The Dred Scott Decision
    - F. John Brown
    - G. Sectional Crisis: Political, Constitutional and Economic Divides

- H. Lincoln-Douglas Debates
  - I. Election of 1860
- 16. The Civil War
  - A. Causes, Course, and Consequences of the U.S. Civil War
  - B. Women in the Civil War
  - C. African Americans in the Civil War
  - D. Native Americans in the Civil War
  - E. Immigrants in the Civil War
- 17. Reconstruction
  - A. Lincoln's Plan for Reconstruction
  - B. Freedmen's Bureau
  - C. President Johnson and Reconstruction
  - D. Radical Reconstruction
  - E. Constitution Change in the Wake of War: Reconstruction Amendments to the U.S. Constitution
  - F. Election of 1876
  - G. African-American Political Life in the Era of Reconstruction
  - H. Battles for Equality
    - I. Retreat from Radicalism
    - J. The Birth of "Jim Crow"

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips
- E. Guest Speakers

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### **Writing Assignments:**

Essay exams and in-class writing assignments will be part of the overall evaluation for the course.

Research essays that require library research and online research may be assigned in addition to in-class writing assignments.

### **Reading Assignments:**

Regular reading assignments from the required textbook(s) and primary documents will be made through the instructor's syllabus.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Papers
- G. Quizzes
- H. Research Projects
  - I. Written examination
  - J. Essay exams will be part of the final semester grade. Analytical essays that incorporate primary and secondary sources will be assigned as part of the final semester grade. Blogs, Wikis, and Twitter may be used as an assessment tool.

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Foner, Eric. *Give Me Liberty: An American History, Volume I*, 5th ed. ed. W. W. Norton & Co., 2017
- B. Cobbs, Elizabeth and Edward Blum. *Major Problems in American History, Volume I*, 4th ed. Wadsworth Publishing, 2016
- C. Oakes, J., M. McGerr, et. al.. *Of the People*, 3rd ed. ed. Oxford University Press, 2015
- D. Murrin, J., Hamalainen, P; Johnson, P. Brunsmann, D. and McPherson, J.. *Liberty, Equality, Power: A*

*history of the American People, Volume 1 to 1877*, 7th ed. Wadsworth Publishing, 2015  
E. Schaller, M., J.T. Greenwood, et. al.. *American Horizons: U.S. History in a Global Context, Vol.1: to 1877*, 3rd ed. ed. Oxford University Press, 2017

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**Course Originator:** Judith Hunt