

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; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Completion of or concurrent enrollment in ENGL 100 or ENGL 105.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E1a. American History and Institutions
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
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 the United States from its pre-Columbian Indigenous American origins through Reconstruction (1877). Using the analytical lenses of race, class, gender, and ethnicity, students examine the constitutional, 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 colonization, servitude and enslavement, abolition, the American Revolution, early nation formation and the evolution of the U.S. political institutions, settler colonialism in the American West, immigration & migration, social and religious 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. Analyze how the U.S. Constitution, legal systems, economic and political institutions have historically shaped, and continue to shape, power, privilege, and access in the United States.
 3. Identify and explain the development of democratic ideals and the forces that nurtured them from the colonial era to 1877.
 4. Apply the critical thinking skills in the interpretation, explanation, and communication of U.S. History through primary and secondary source research.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Identify and assess the cultural, linguistic, economic, political and spiritual worldviews of various indigenous civilizations before the arrival of Europeans.
 2. Identify and integrate the contributions of communities that have traditionally been excluded from the narrative of American history.
 3. Demonstrate an understanding of the United States' political, economic and cultural evolutions in a global context.
 4. Analyze the evolution of cultural, intellectual, and religious life from the colonial era to 1877.
 5. Explain the rise of the transatlantic slave trade and its impact on Africa, Europe and the Americas.

6. Explain the evolution of democratic ideals as well as the institutions and practices that nurtured them from the colonial period to 1877.
7. Demonstrate an understanding of federalism, its development, and its importance from the early national period to today.
8. 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.
9. Analyze the historical roots of contemporary social, economic, political, religious, legal, constitutional, environmental and cultural issues.
10. Describe and analyze antebellum reform movements including abolitionism, temperance and women's rights.
11. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
12. Explain how individuals or groups in the United States have challenged marginalization and inequality.

6. COURSE CONTENT:

Lecture Content:

1. Pre-Columbian Indigenous American cultures, communities and civilizations in the Americas
 - A. Migration theories
 - B. Paleo-Indians
 - C. Indigenous cultural, political, linguistic, religious, and economic hearths in the Americas
 - D. Collaborations and conflicts before the arrival of Europeans
2. European in the Atlantic World
 - A. Means and motives for colonizing the Americas
 - B. Impacts of early contact for Native Americans
 - C. Portuguese, Spanish, Dutch, French and British imperial ambitions in a comparative context
3. Cultural Collisions: The "Columbian Exchange"
 - A. Resistance
 - B. Compromise
 - C. Exchange
 - D. Alliances
 - E. Population decimation of Indigenous peoples
 - F. Global consequences and legacies of the "Columbian Exchange"
4. Early Settlement Efforts
 - A. Mercantilism and politics of power
 - B. Spanish colonial settlements
 - C. British colonial settlements
 - D. French colonial settlements
 - E. Dutch colonial settlements
 - F. Violence, resistance and resilience in the early colonial era
5. The Making of A "British" North America: Cultural, Economic, Political and Religious Hearths
 - A. Forced migrations and the expansion of the transatlantic slave trade
 - B. Changing demographics in the Americas
 - C. The Chesapeake
 - D. New England
 - E. The Mid-Atlantic
 - F. On the periphery of empire: boarderlands
 - G. Free Black communities
 - H. Indigenous American responses to British colonial expansion
 - I. Geographical and environmental influences on colonial development
6. The "Sugar Revolution" and the Rise of the Transatlantic Slave Trade
 - A. Unfree labor in a historical and global context
 - B. Enslavement of Indigenous Americans
 - C. Indentured servitude
 - D. The evolution of race-based chattel slavery
7. The Evolution and Expansion of Colonial North America
 - A. Demographic and economic growth
 - B. Expansion of cash-crop agriculture and slavery in North America
 - C. Early abolitionist efforts
 - D. The evolution and solidification of racial hierarchies in colonial America

- E. Mercantilism and trade
 - F. Social, political, economic, religious, and ethnic diversity in the British colonies
 - G. "Boarderlands" and "Backcountries"
 - H. Consensus & conflict in colonial North America
8. The Road to Revolution
 - A. Imperial conflict in North America
 - B. The French and Indian War
 - C. The ideological, economic, political and cultural origins of the American Revolution
 - D. The Declaration of Independence and the course of war
 - E. Black Americans and the Revolutionary War
 - F. Indigenous Americans and the Revolutionary War
 - G. Women and the Revolutionary War
 - H. Consequences of independence at home and aboard
 9. Constructing a New Nation
 - A. Articles of Confederation
 - B. Shays' Rebellion
 - C. Visions of a new Republic
 - D. Constitutional debates
 - E. Ratification and Bill of Rights
 - F. Federalists, anti-Federalists and the emergence of political parties
 - G. The limits of liberty: systemic gender, racial and ethnic marginalizations in early nation formation
 - H. The historical legacies of exclusion
 10. The Early Republic
 - A. The evolution of political parties
 - B. Expansionist impulses
 - C. Louisiana Purchase
 - D. War of 1812 and its consequences
 - E. "Era of Good Feeling"
 - F. Growth of nationalism
 11. Antebellum America
 - A. Party politics
 - B. Market revolutions
 - C. Battle against the Bank of the United States
 - D. Nullification crisis
 - E. Technological innovations
 - F. Factories, mills and unions
 - G. Gender and industrial labor: Lowell system
 - H. Expansions and constrictions of democracy in the Antebellum Era
 - I. The Indian Removal Act and Trail of Tears
 - J. Immigration and the Nativist movement
 - K. Second Great Awakening
 12. Settler Colonialism and Territorial Expansion
 - A. Manifesting capitalistic ambitions
 - B. Anglo-American constructs of the "American West"
 - C. Afro-Mestizos/Afro-Mestizas in the West
 - D. Latinos/Latinas in the West
 - E. Native Americans in the West
 - F. War with Mexico
 - G. Treaty of Guadalupe
 - H. California and the "Gold Rush"
 - I. Frontier Communities: women, Black Americans, Indigenous Americans, and Mexican Americans in the Frontier West
 - J. Legacies of Anglo-American settler colonialism
 13. Slavery in Antebellum American
 - A. Resistance and revolt
 - B. Family life in enslavement
 - C. Cultural creativity
 - D. Manumission
 - E. Maroon communities
 - F. Black Intellectual life in slavery and freedom

- G. Black Spirituality in slavery and freedom
 - H. Black economies in slavery and freedom
 - I. Black women and enslavement and freedom
 - J. Free Black communities
14. Antebellum Reform Movements
 - A. Abolitionist movements
 - B. Women's rights movements
 - C. Social reform movements
 - D. Child welfare reform movements
 - E. Labor reform movements
 - F. Early environmental movements
 - G. Utopian societies
 - H. Temperance movement
 15. A House Divided: The Road to U.S. Civil War
 - A. Free-Soil movements
 - B. Compromise of 1850
 - C. Kansas-Nebraska Act
 - D. Dred Scott
 - E. John Brown
 - F. Sectional Crisis: political, constitutional and economic divides
 - G. Lincoln-Douglas Debates
 - H. Election of 1860
 16. The Civil War
 - A. Causes, course and consequences of the U.S. Civil War
 - B. Women and the Civil War
 - C. Black Americans and the Civil War
 - D. Native Americans and the Civil War
 - E. Immigrants and the Civil War
 - F. Union Victory and the triumph of Nationalism
 17. Reconstruction
 - A. Lincoln's Plan for Reconstruction
 - B. The Freedmen's Bureau
 - C. Black political activism during Reconstruction
 - D. President Johnson and the limits of reform
 - E. "Radical" Reconstruction
 - F. Constitution change: Reconstruction Amendments to the U.S. Constitution
 - G. Battles for racial and gender equality
 - H. Retreat from reform
 - I. The Election of 1876
 - 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:

Writing assignments will be part of the overall evaluation for the course. Writing assignment may include research essays, discussion boards, experiential learning reflection essays, essay exams and primary text analysis. Students are expected to write the equivalent of 12-15 pages/per semester.

Reading Assignments:

Regular reading assignments from required textbook(s), assigned scholarly articles from academic journals and primary documents as indicated on the instructor's syllabus and/or the District approved LMS. Collectively, required readings must reflect the historical diversity of the nation, emphasize previously

marginalized histories, offer multiple historical perspectives and include diverse authorship. Students will read approximately 35-45 pages per week.

The History Program is dedicated to the equity and accessibility Zero Cost initiative. All faculty are strongly encouraged to use open source/zero-cost course materials. Faculty unfamiliar with OER/ZCT resources should seek assistance from a CSM Library faculty member or the CSM OER Liaison.

Other Outside Assignments:

Additional assignments may include field trips, experiential learning projects, library/archival visits, discussion boards, presentations and digital humanities projects.

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. Analytical essays that incorporate primary and secondary sources may be assigned as part of the final semester grade. Experiential Learning and Reflection essays may be assigned as part of the final semester grade. Essay exams may be used as assessment of student learning. Canvas discussion boards, flip-grids, blogs, quizzes, and research projects may be used to assess student learning.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Locke, Joseph L., Ben Wright, editors. *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol. I to 1877*, On-line edition ed. Stanford University Press, 2023
- B. Multi-authored documents. *The American Yawp Reader: A Documentary Companion to the American Yawp*, On-line edition ed. Stanford University Press, 2023
- C. Foner, Eric. *Give Me Liberty: An American History, Volume I*, 6th ed. ed. W. W. Norton & Co., 2019

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Course Originator: Judith Hunt