

Lassen Community College Course Outline

HIST-16 U.S. History

3.0 Units

I. Catalog Description

Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been approved for hybrid, online and correspondence delivery.

Recommended Preparation: Successful completion of English 105 or equivalent multiple measures placement

Transfers to both UC/CSU
General Education Area: B
CSU GE Area: D6
IGETC GE Area: 4F
C-ID HIST 130

51 Hours Lecture, 102 Hours Expected Outside Class Work, 153 Total Student Learning Hours

Scheduled: Fall, Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 220500

III. Course Objectives

A. Course Student Learning Outcomes

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

1. Trace the transition of the United States into a nation which will include the development of political institutions.
2. Trace the transition of the United States into a nation which will include the development of economic institutions and influential historical figures connected to these institutions.
3. Compare and contrast social movements, the challenge of sectionalism and geography, the major historical figures, issues (culture, family and society), and events.

B. Course Objectives

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

1. Write book and or movie reviews over supplementary literature.
2. Write a historical paper.
3. Identify key concepts, such as: Renaissance, Reformation, Nationalism, mercantilism, federalism, republican form of government, founding fathers, revolution, Native American tribes in relation to geography, groups (ex. Powhatans, Pequots) prior and post European colonization, compare and contrast customs and beliefs, types of shelter and food acquisition and ways in which natives trades with each other, and with various colonizers, i.e., French, Spanish,

and the English, Columbian exchange, King Phillips War, taxation, Hamiltonians, Jeffersonians, undifferentiated man, separation of powers, checks and balances, sectionalism, expansionism, internal improvements, tariffs, compromises, Civil War, establishment of Black slavery, relations with Native American population, the French Indian War, pluralism, Spanish and French colonization of North America.

4. Discuss the significance of key figures as: Luther, Locke, Jefferson, Madison, Franklin, Adams, Winthrop, Washington, Jackson, Lincoln, King Phillip, Nat Turner, Eli Whitney, Harriet Beecher Stowe, Harriet Tubman, Fredrick Douglas, Dred Scott, Pocahontas, Powhatan, Squanto, Massacoit, Metacom, Tenskwatawa.
5. Use maps demonstrating both national development and continental expansionism in a global context.
6. List the causes and consequences of the two-party system, our revolution, expansion, the Mexican War and the Civil War, Cherokee civilization, and the policy of Indian Removal due to westward expansion and Manifest Destiny, the Trail of Tears.
7. Analyze major political trends, attitudes, conflicts and events-including both mainstream and reform efforts-and explain their historical significance
8. Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender, and ethnicity.
9. Explain foreign and domestic influences on America's development.
10. Explain the political philosophies of the framing of the U.S. Constitution.
11. Explain who the "Founding Fathers" were and their lasting impact.
12. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

IV. Course Content

A. European Background

1. Renaissance, reformation, and nationalism
2. Mercantilism leading to the age of exploration and discovery
3. Native relations, pre and post European colonization
4. Native customs and beliefs and colonists interactions
5. Columbian exchange, and native contribution to the global food exchange
6. Native help and hindrance of the first European settlements.

B. Colonial Period

1. Errand into wilderness (the Puritans) in New England
2. Commerce and the Quaker in the middle colonies
3. The roots of slavery in the southern colonies
4. The "undifferentiated", Jeffersonian type man
5. Cultural development-Native American influence
6. Colonial rivalry between France and Britain
7. 1st Great Awakening (1740)
8. Peter Zenger Trial (1732)

C. Revolutionary Period

1. British mercantilism
2. Philosophical underpinning of revolution
3. The war and peace of Paris

- D. Organizing a New Government
 - 1. Articles of Confederation
 - 2. Interstate rivalries
 - 3. The force of Indians (Iroquois) ceding lands for the acquisition of the Northwest Territory.
 - 4. The Constitution: the political philosophy of the framers and the operation of political institutions within the United States.
 - 5. The rights and obligations of citizens in the United States.
 - 6. The Bill of Rights and relevant subsequent court cases under the constitution.
- E. Launching the New Government
 - 1. Hamiltonians v. Jeffersonians and competing, political, economic, and social philosophies.
 - 2. Evolution of the two-party system.
 - 3. Relations with Britain and France during the Napoleonic Wars.
 - 4. Native battles, siding with the enemy
 - 5. War of 1812.
 - 6. Cherokee civilization attempts, alphabet, and draft of a constitution
 - 7. Indian Removal-Andrew Jackson's policy of Indian removal, natives hindering westward expansion.
- F. Growth of Union
 - 1. Slavery
 - 2. Native American relations, and broken promises
 - 3. Tariffs
 - 4. Compromise
 - 5. Bloody Kansas (1854)
 - 6. 2nd Great Awakening (1830)
 - 7. Transcendentalism and romanticism
- G. The Civil War
 - 1. Immediate and underlying causes
 - 2. Military campaigns
 - 3. Lincoln as leader
 - 4. Reconstruction

V. Assignments

A. Appropriate Readings

Standard college level texts (Shi, David; *America, A Narrative History, 11th Edition, 2018*) will be the primary source of course readings. Other secondary sources include literary efforts (e.g. Twain's *Life on the Mississippi*," or Hawthorne's "Scarlet Letter"). Additionally, journal and magazine articles of pertinent interest may enhance the learning process.

B. Writing Assignments

These will include mixed format essays and exams, and at least one term paper, either on primary and/or secondary sources on a topic of interest germane to the course content.

Example #1

Essays analyzing assigned readings and lecture materials.

Write an essay of 750 words using excerpts from the course textbook and class lectures to explain the causes and consequences of the Civil War.

Example #2

Written papers analyzing readings and external research material selected by the student. Write a character paper, on a topic covered in the assigned readings from the course textbook and class lectures. Students must use additional outside scholarly books and journal articles and credible internet sources for research materials. The paper must analyze the institution of slavery and its social, political, and economic consequences.

C. Expected Outside Assignments

May include take home essay exams, required reading of supplementary literature, and term paper(s).

D. Specific Assignments that Demonstrate Critical Thinking

This course provides an interpretive framework for cause and effect in historical continuity; distinguishing among political, economic, religious, geographical, and cultural influences; analyzing the evolution of federalism and sectionalism; predicting the course of events based on economic, political, and social models; explaining foreign and domestic influences on American development; and using American literature to assess American history. An example of assignment that demonstrates critical thinking: The Trail of Tears, describe what you would have done if placed in the position of the natives or the settler's moving west, using films and textbook readings, plus outside resources.

VI. Methods of Evaluation

Traditional Classroom Delivery

Student grades will be determined by the following:

1. Written paper (s) combining literature and history.
2. Four mixed format exams and a final exam
3. Essay exams
4. Participation in classroom learning activities

Example questions:

1. Discuss slavery as an economic issue
2. Which battles were the turning points of the war and why?

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

Same as face-to-face instruction with the addition of asynchronous and synchronous discussions, online quizzes and exams. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Evaluation

A combination of traditional classroom and online evaluations will be used.

These include objective examinations and essay examinations in the traditional classroom setting and online quizzes and exams, essay forum postings, chat rooms,

and email communications in the hybrid component of the course.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery Online Delivery

Traditional Classroom Delivery

Lecture, audio-visual media

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

-links to relevant websites and exercises may be used to supplement instructor-generated lecture material. Student and instructor participation in forum-based discussions. Electronic communication and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours will be taught face-to face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

VII. Representative Texts and Supplies

Shi, David; *America: A Narrative History*, 11th Edition, 2018, W. W. Norton & Company, ISBN #9780393689693.

VIII. Discipline/s Assignment

History, Political Science

IX. Course Status

Current Status: Active

Original Approval Date: 12/19/1989

Revised By: Toni Poulsen

Curriculum/Academic Standards Committee Revision Date: 11/7/2023