

HIST R130: HISTORY OF THE UNITED STATES I

Originator

jwilsongonzalez

College

Oxnard College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

R130

Course Title (CB02)

History of the United States I

Banner/Short Title

History of the U.S. I

Credit Type

Credit

Start Term

Fall 2021

Formerly

HIST R102 and HIST R101A

Catalog Course Description

To understand the United States, it is important to study the roots of today's conflicts and great achievements. This course will cover U.S. History from pre-European contact to 1877. Topics will include the contrasting worldviews of Native American, African, and European cultures as they converged in early colonial society; the road to revolution and the Revolutionary War; the drafting of the U.S. Constitution and the struggles of nation building; the contradictory rise of democracy and slavery; westward expansion and sectional tensions; industrial and technological advances; reform movements like abolitionism and women's rights; and the causes and consequences of the Civil War. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or better or P. C-ID: HIST 130.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will compare and contrast the historical development of two colonies from the area that eventually became the United States. |
| 2 | Students will evaluate the various causes of the American War for Independence. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Arrange major and significant occurrences in early American history in proper chronological order. |
| 2 | Recognize the difference between primary source historical material and secondary source accounts of American history. Assess the ideas and content of primary source documents and evaluate how secondary sources have properly or improperly utilized such data in fashioning narratives of American history. |
| 3 | Interpret historical data and specific events so as to describe their meaning and significance in explaining American history. |
| 4 | Analyze and appraise various interpretations and explanations of the course of American history and test prominent theories and approaches by referring to primary sources and constructing valid and logical interpretations and explanations. |
| 5 | Relate specific historical events to the appearance, development or continuation of certain basic American values, political, social and economic perspectives, that have in turn influenced the development of the nation. |
| 6 | Demonstrate good writing and thinking skills to formulate reasonable and informed explanations of both discrete and broad themes in American history and human experience. |

Course Content

Lecture/Course Content

1. America before Columbus
 - a. Native American arrival on the continent
 - b. The distinctive characteristics of the Native American migrations and cultures
2. The First Century of Settlement in the Colonial South (1607-1750)
 - a. Establishment of plantation colonies
 - b. Europeans, Africans, and Native Americans in the south
3. The First Century of the Settlement of the colonial North (1620-1750)
 - a. Religious communities in the northern English colonies
 - b. The rise of secular values and expanded uses of land
 - c. The economic, political and social implications of mercantilism
4. The Mosaic of Colonial America in the 18th century
 - a. Relations with metropolitan England
 - b. The emergence of distinctive American social, cultural and political values
 - c. The impact of the European Enlightenment
5. Trends towards the development of Independence for the Colony
 - a. The consequences in North America of Britain's wars for world empire
 - b. Tensions and strains between the Monarchy, Parliament and local democracy in British colonies
6. The American People and the Movement for Independence
 - a. Mounting a successful revolution and War for Independence
 - b. Transforming colonies into states and a collection of states into a nation
 - c. The meaning and influence of the Republican Ideology
7. Crisis and the Constitution
 - a. Solving the issues of sovereignty and loyalty to these United States of America
 - b. The movement for and the crafting of the Constitution of the United States
 - c. The politics of ratification and the political theory in the Federalists Papers
8. The New Republic
 - a. The development of the Presidency by George Washington
 - b. Hamiltonian public policy and Constitutional debate
 - c. The development of political parties in the early republic
 - d. The tensions over foreign policy preferences
9. The Jeffersonian Revolution
 - a. Transferring power to another party and a different Ideology
 - b. Jefferson's vision of an America of yeoman farmers
 - c. Jefferson's challenges in securing and protecting America
10. The Opening of America
 - a. The impact of the Land Ordinances on the expansion of the United States
 - b. The settlement patterns of the West and displacement of First Americans
 - c. The Market Revolution and development of regional and national markets
11. The Rise of Democracy
 - a. The expansion of the electorate and development of partisan politics
 - b. The Presidency of Jackson and its legacies
12. Ante-bellum Reform
 - a. The broad dynamics of the second Great Awakening
 - b. The impulse to reform America
 - c. The expanding influence of women in public space
13. The Old South
 - a. The evolution of a southern lifestyle
 - b. Paternalism and slavery in the old and new south
 - c. Development of new political theories to defend slavery
14. Manifest Destiny and the Slavery Issue
 - a. The Mexican American War
 - b. The Compromise of 1850
 - c. The impact of the gold rush in California
15. The Fracturing of the Union
 - a. Bleeding Kansas and confrontational politics
 - b. The constitutional and political theory in the Dred Scott decision

- c. Political fragmentation and the election of Abraham Lincoln
 - d. Secession of the south
16. The Civil War
- a. Mobilizing armies and populations
 - b. Modern warfare and the strategy of victory
 - c. Outcomes of war and the path to Reconstruction

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Collaborative group work
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast historical data and primary source material with the secondary account of U.S. history presented in their text.
2. Interactive lecture-discussions, supplemented by PowerPoint slides, about the major topics covered in the course, such as the Indian Removal Act.
3. Guided and focused class discussions of representative historical events. These discussions would solicit student opinions on the relationship between such past events as their present values and lives.
4. Guided exercises on how to write history essays, research papers, and/or book reviews.
5. Providing students with the opportunity to listen to and ask question of guest speakers.
6. Individual and small group work supported by audio-visual presentations.
7. Instructor will show a video on events that led to U.S. independence.

Representative Course Assignments

Writing Assignments

1. Responses to specific tasks presented in the textbooks, worksheets or assigned activities
2. Rough drafts for assigned questions that might appear on an essay exam (a sample question might ask students to evaluate the cause for the separation of the thirteen American colonies from England)

3. Thought pieces in which students present their understanding and assessment of concepts or questions put to them on the material encountered
4. A research paper or a research presentation on a topic like the gradual institutionalization of slavery in colonial Virginia
5. A summary of what was learned from reading an assigned textbook (ex. chapter notes)
6. Creative presentations of ideas and concepts such as songs, poems, plays, stories, or dialogues

Critical Thinking Assignments

1. Participate in class and small group discussions debating the impact of the Mexican American War.
2. Compare and contrast primary source documents to evaluate authorship.
3. Synthesize readings assigned throughout the semester, including Frederick Douglass's book, *Narrative of the Life of Frederick Douglass*, to write a paper discussing the various methods of dehumanization of slavery in the U.S. and ways in which people resisted such methods.
4. Compare and contrast the colony of Massachusetts with the colony of Virginia (including society, politics, and economics).

Reading Assignments

1. A survey text chosen for the course
2. A document or primary source reader
3. A supplemental text including both primary and secondary source material
4. Supplemental material prepared by the instructor such as abstracted articles or essays
5. Externally located material germane to the course such as sources on the Internet or housed in the library
6. A workbook associated with the class

Other assignments (if applicable)

1. Library inquiry activities and assignments
2. Internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class
3. Visual activities such as viewing telecourse material or various videos or films such as the series "Africans in America"

Outside Assignments

Representative Outside Assignments

1. Library and internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class.
2. Creating maps and timelines that help students internalize the geographic and chronological dynamics of U.S. history.
3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
4. Museum visits that require a written and/or oral report.
5. Weekly short essay assignments evaluating and debating primary and secondary sources.
6. Research and write a historical essay on the historical significance of slavery in the United States.
7. Prepare written and/or oral presentations on topics such as the social, political, and economic impacts of British colonialism in the early British American colonies.

Articulation

C-ID Descriptor Number

HIST 130

Status

Approved

Comparable Courses within the VCCCD

HIST R101A - History of the United States I

HIST R102 - History of the US I

HIST R130H - Honors: History of the United States I

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Foner, Eric. (2019) *"Give Me Liberty!": An American History*. Volume I. (Seagull 6th Edition). W.W. Norton and Company.

Resource Type

Textbook

Classic Textbook

Yes

Description

Shi, David Emory (2019). *America: A Narrative History*. Volume I. (11th edition) W.W. Norton and Company.

Resource Type
Manual
Description
Brown, Victoria, et. al. (2020). <i>Going to the Source: The Bedford Reader in American History</i> . (Volume 1: to 1877). (5th edition). Bedford/ St. Martin's.
Resource Type
Other Resource Type
Description
Douglass, Frederick. <i>Narrative of the Life of Frederick Douglass</i> . (Any edition).

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.

Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
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Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

08/29/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000329046

DOE/accreditation approval date

MM/DD/YYYY