

# HIST R130H: HONORS: HISTORY OF THE UNITED STATES I

**Originator**

jwilsongonzalez

**College**

Oxnard College

**Discipline (CB01A)**

HIST - History

**Course Number (CB01B)**

R130H

**Course Title (CB02)**

Honors: History of the United States I

**Banner/Short Title**

Honors: History of the U.S. I

**Credit Type**

Credit

**Start Term**

Fall 2021

**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. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. 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 "P" or better. 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 American 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 woman 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. Succession 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  
 Computer-aided presentations  
 Collaborative group work  
 Class activities  
 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, like 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 what 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 thoughts 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
7. (Honors) Construct historiographical analysis of at least 2000 words for specific historical topics selected by instructor
8. (Honors) Additional Research Paper of at least 2000 words

### 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. Honors students will 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. Honors students will be provided with supplemental material prepared by the instructor such as abstracted articles or essays to aid in their Douglass paper
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"
4. (Honors) Conduct interviews of persons for oral history projects. Example: Students could interview members of their community to understand how perspectives of history differ over time. For example, students could interview members of their community about immigration, constitutional rights, or their historical memory concerning American forefathers/historical events.
5. (Honors) Required outside of class /office hours consultations regarding research with instructor

## 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 R130 - 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!"* Volume 1 (Seagull 6th edition). W.W. Norton & Company.

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**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Shi, David Emory (2019). *America: A Narrative History*. (11th ed.) (Vol. 1). W.W. Norton and Company.

**Resource Type**

Manual

**Description**

Brown, Victoria, et.al. (2020). *Going to the Source: The Bedford Reader in American History*. (5th ed.) (Volume 1: to 1877). Bedford/St. Martin's.

**Resource Type**

Other Resource Type

**Description**

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. (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.
<b>Hybrid (51%–99% online) Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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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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.
<b>100% online Modality:</b>	
<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
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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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.

## 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**

CCC000570368

**DOE/accreditation approval date**

MM/DD/YYYY