

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT-COURSE

Transfer course A.A degree applicable course

(check all that apply)

COURSE NUMBER AND TITLE: History 101: History of the United States Through Reconstruction

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS: None

SCOPE OF COURSE:

Political, economic, social, and cultural development of the American people through Reconstruction with particular emphasis on the colonial period; the Revolution; constitutional development; westward expansion with emphasis on California and frontier influences; emergence of sectionalism; the Civil War and Reconstruction. *This course plus History 102 meets the State requirement in American History and Institutions, including the Constitution of the State of California.* CSU; UC (CAN HIST 8)

SPECIFIC COURSE OBJECTIVES:

Successful students will:

1. Identify the political, economic, and social conditions in England that led to the establishment of the thirteen colonies.
2. Analyze the political and economic relationship between the colonies and the mother country.
3. Explain the cultural development of the colonies.
4. Compare and contrast the tradition of self government that appeared in the colonial period with local, state, and national government as it later developed.
5. Identify the underlying and the immediate causes of the American Revolution
6. Explain the basic principles and institutions of American government that materialized out of the Revolutionary and Early National Periods.
7. Apply the above principles and institutions to the appearance of state constitutions and to the creation of the United States Constitution, focusing upon its structure, scope, content, and purpose.
8. Explain the creation of the 1st 10 amendments as related to the rights and obligations of citizens.

9. Explain the working relationship between the national government and the states as it developed from the Early National Period through Reconstruction.
10. Explore conflicting interpretations of the Constitution as they pertain to state and local government.
11. Identify the presidential administrations that figured prominently in the growth and development of American foreign and domestic policy.
12. Explain the appearance and growth of the American political party system.
13. Identify the various social reform movements that existed between the Age of Jackson through Reconstruction.
14. Trace the westward expansion of the United States with an emphasis on the acquisition of California.
15. Explain the California gold rush and analyze California's history immediately before and after statehood with an emphasis on the establishment and functioning of state and local government.
16. Identify the role of major ethnic groups during the era of nationalism and sectionalism, including, but not limited to the removal of the Five Civilized Tribes, the *Tejano* role in securing Texas's independence, and the influx of Irish and German immigrants.
17. Analyze the institution of black slavery, explaining its appearance in the Colonial Period and its changing character down to the Civil War.
18. Identify the immediate and underlying causes of the Civil War.
19. Compare and contrast Northern and Southern advantages/disadvantages from the Civil War's beginning to its end.
20. Explain 19th century economic development.
21. Analyze the status of the freed black in Reconstruction in anticipation of the modern Civil Rights Movement.

CONTENTS IN TERMS OF A SPECIFIC BODY OF KNOWLEDGE:

This course is organized around specific time periods in United States history:

- I. Colonial Period
- II. the American Revolution
- III. Early National Period
- IV. Jacksonian America
- V. Pre War Between the States
- VI. War Between the States
- VII. Reconstruction

REQUIRED READING:

A college-level, United States History text is the basic required reading. The specific one used may vary depending upon the academic year and the instructor. Volume one, or that portion of a one-volume edition that covers American history from the Colonial Period through Reconstruction, is used. Currently, one of the following texts will be chosen by the individual instructor:

Bailey, Thomas A., *et.al.*. *The American Pageant*, 11th edition. Lexington, Mass.: D. C. Heath and Company. 1998.

Blum, John M., et. al., *The National Experience*, 8th edition. Orlando, FL: Harcourt, Brace, Jovanovich, Inc., 1993.

Boyer, Paul S., et. al., *The Enduring Vision*, 2nd edition. Lexington, Massachusetts: D. C. Heath and Company, 1993.

Faragher, John Mack, et.al. *Out of Many: A History of the American People*. Upper Saddle River, NJ: Prentice Hall, 1994.

Henretta, James A., et.al., *America's History*, 3rd edition. New York, NY: Worth Publishers, 1997.

Tindall, George Brown, *America: A Narrative History*, 4th edition. Scranton, PA: W. W. Norton and Company, 1996.

SUGGESTED READING:

These vary according to the individual instructor and the requests of individual students. They may include a supplemental text of primary or secondary historical sources, historical journals, or monographs on particular subjects. Titles used in the past and present by instructors include:

Binder, Frederick M, and David M. Reimers. *The Way We Lived: Essays and Documents in American Social History*. Boston: Houghton Mifflin Company, 1996.

Davidson, James West and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw-Hill, Inc., 1992.

Demos, John. *The Unredeemed Captive: A Family Story from Early America*. New York: Vintage Books, 1995.

Fisher, David Hackett. *Paul Revere's Ride*. New York: Oxford University Press, 1995.

Matson, Cathy, et. al. *Documents Collection to America's History*. New York: Worth Publishers, 1997.

REQUIRED WRITING:

The details vary according to the individual instructor. Some incorporate multi-paragraph essay questions into their examinations. For example, students must explain the ideological roots of the New Western History and contrast it with the Old Western History, or students must identify significant presidential policy decisions that led to American involvement in Vietnam. Other instructors utilize the college's microfilm collection of the *New York Times* and *The Times* (London) by requiring a five paragraph essay contrasting the reporting of a major new story. Some instructors require a two to three page book report on a topic related to the course material.

OUTSIDE ASSIGNMENTS:

These vary according to the individual instructor. Some assignments consist of textbook readings (see "Required Readings") and some consist of textbook readings and preparation of the newspaper or book report assignment noted directly above ("Required Writings").

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

The lecture method of instruction is primary. Relevant slides, films, videotapes, and computer-assisted activities are used when appropriate.

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Grading varies according to the individual instructor:

- 0 - 70% Examinations and quizzes
- 0 - 30% Analytical paper(s)
- 0 - 20% Class participation

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit .

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

SIGNATURES ON FILE