



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: History 101H
Descriptive Title: Honors United States History to 1877
Course Disciplines: History
Division: Behavioral and Social Sciences

Catalog Description:

This honors course, intended for students in the Honors Transfer Program, is a chronological survey of American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction. This course is enriched through extensive, rigorous reading, writing, and research assignments.

Note: Students may take either History 101 or History 101H. Duplicate credit will not be awarded.

Conditions of Enrollment:

Recommended Preparation: Eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Proposed
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:
2A – Social and Behavioral Sciences – American Society and History
 Term: Other:

CSU GE:
C2 - Humanities
 Term: Other:

IGETC:
3B - Humanities
 Term: Other:
4F - History
 Term: Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Developing and Arguing a Persuasive Historical Thesis

Upon completion of Honors United States History to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Compare and contrast the cultural traditions, values and life styles of Europeans, Africans, and Native Americans in the early colonial period.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
2. Assess the American colonial experience under English domination through the political, social, economic, and cultural forces that shaped its development.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
3. Describe the institution of slavery and the experience of enslaved peoples during the colonial era; and explain why slavery became the dominant labor system in the southern colonies and how it impacted American social, political and economic systems.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
4. Compare and contrast the Spanish, French and British colonies in North America.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
5. Analyze the major events and ideas that gave rise to the American Revolution against English rule and assess the outcome of the war.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
6. Identify the competing political philosophies in the early national period and explain how they impacted the creation of the Constitution and the expansion of democracy.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
7. Define the basic principles of American foreign policy from 1789 through the Civil War era, and explain how those principles were applied to American interactions with foreign nations, including Native Americans in the West.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
8. Evaluate the evolution of the institutions of family, school, workplace, and community from the colonial era through the Civil War period.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
9. Identify and describe the impact of early 19th century European immigration on American culture, society, politics, and the economy.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
10. Define the concept of Manifest Destiny and evaluate the process and consequences of westward expansion, including the impact of westward expansion on Native Americans and Mexicans.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice

11. Identify the 19th century reform movements aimed at the eradication of social ills in American society and assess how they influenced racial relations, gender roles and the social hierarchy.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
12. Discuss the following issues in regards to the expansion of slavery in the 19th century: the evolving experiences and culture of enslaved peoples, the northern reactions to slavery, and the impact of slavery on southern economic and social systems.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
13. Analyze the causes, course, and outcome of the Civil War.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
14. Determine how political conflicts after the Civil War led to the creation of federal and state reconstruction programs and assess the successes and failures of those programs.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers, Multiple Choice
15. Conduct scholarly research independently to enrich multiple reading and writing tasks.
 - Other (specify) Essay Exams, Written Homework, Term or Other Papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Pre-Columbian Native American Society in North America A. Cultural Patterns B. Achievements
Lecture	6	II	European Expansion into North America in the Age of Discovery A. Motives for Expansion B. Spanish Exploration and Conquest in the Americas C. French Exploration in Canada and the Mississippi Valley D. Early English Colonization of North America E. Introduction of African Slavery F. World Views and Cultural Exchanges between Native Americans, Africans, and European Colonists in North America
Lecture	6	III	Colonial English America A. Types of Colonies B. Economies of Agriculture and Commerce C. Colonial Political Structures D. Colonial Society and Culture 1. Religious Diversity 2. Ethnic Diversity 3. Women 4. Socioeconomic Stratification
Lecture	6	IV	American Independence Movement, 1775-1783 A. Causes 1. Conflict Over Political Philosophy and Systems 2. Economic Grievances B. Declaration of Independence C. The Revolutionary War 1. Military Campaigns 2. Role of Spain and France 3. Outcome of the War
Lecture	3	V	The New Nation, 1783-1800 A. Politics

			<ol style="list-style-type: none"> 1. Articles of Confederation 2. Political Debates: Federalists and Anti-Federalists 3. The Constitution 4. The Political Status of Racial and Ethnic Minorities <p>B. The Status of Women and <i>Republican Motherhood</i></p>
Lecture	6	VI	<p>The Young Nation</p> <p>A. Politics</p> <ol style="list-style-type: none"> 1. Federalism: Hamilton, Washington, and Adams 2. Thomas Jefferson, Jeffersonian Democracy and the Agrarian Nation <p>B. Foreign Policy</p> <ol style="list-style-type: none"> 1. Foreign Relations with England and France 2. Westward Expansion and Native Americans 3. The War of 1812 4. The Monroe Doctrine <p>C. Early American Cultural Developments</p> <p>D. Regionalism: Contrasting Social, Political and Economic Conditions</p>
Lecture	6	VII	<p>Expansion and Reform, the Mid-1800s</p> <p>A. Politics</p> <ol style="list-style-type: none"> 1. Andrew Jackson and Jacksonian Democracy 2. Political Parties <p>B. Economic Growth: Manufacturing and Agriculture</p> <p>C. Urbanization</p> <p>D. European Immigration, Nativism and Assimilation</p> <p>E. Reform Movements</p> <p>F. Early Women's Movement</p> <p>G. Cultural Developments</p> <p>H. Indian Policy</p>
Lecture	6	VIII	<p>Westward Expansion, 1845-1860</p> <p>A. Manifest Destiny and Ideologies of Expansion</p> <p>B. The Acquisition of Territory in the West</p> <ol style="list-style-type: none"> 1. Texas, Oregon and Florida 2. The Mexican American War 3. Indian Wars <p>C. Society in the West</p> <ol style="list-style-type: none"> 1. Cultural, Racial and Ethnic Diversity 2. Mining, Agriculture and Cattle Ranching 3. The Railroad 4. The Impact of U.S. Conquest on Native Americans and Mexicans 5. Women in the West
Lecture	3	IX	<p>Slavery and the Old South</p> <p>A. The Rise of Cotton and the Southern Economy</p> <p>B. Slavery</p> <ol style="list-style-type: none"> 1. The Expansion of Slavery 2. Slave Society 3. Slave Culture 4. Slave Resistance <p>C. Southern White Society: Social Structure and Culture</p>
Lecture	6	X	<p>The American Civil War, 1861-1865</p> <p>A. The Coming of the Civil War</p>

			1. Sectional Conflict of the 1850s 2. The Causes of the Civil War 3. Abraham Lincoln and the Outbreak of the War B. Military Campaigns C. The Outcome of the Civil War
Lecture	3	XI	Era of Reconstruction, 1865-1877 A. Political Conflict and Competing Reconstruction Plans B. Federal Government Reconstruction C. State Government Reconstruction D. African Americans during Reconstruction E. Success and Failures of Reconstruction
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Drawing from your textbook, write a six-page essay that explores how and why work (free and unfree, paid and unpaid) evolved from 1800-1861. Based on your analysis of this era, what feature of work was most important and why? Your essay must make an argument and be supported with evidence from the readings and course material.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In an eight- to ten-page essay, compare and contrast the political goals of the north with those of the south in the period from 1820-1877. Be sure to discuss individuals, political parties, and legislative examples in your essay. Your essay must make an argument and be supported with evidence from the readings and course material.
2. Using The Devil in the Shape of a Woman: Witchcraft in Colonial New England by Carol F. Karlsen and in the Devil's Snare: The Salem Witchcraft Crisis of 1962 by Mary Beth Norton, write an eight-page take-home essay that compares the two historical interpretations in an answer to this question: Was the Salem witchcraft hysteria caused by a fear of women? Your essay must make an argument and be supported with evidence from the readings and, when relevant, course materials.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

- Discussion
- Lecture
- Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

David E. Shi, George Brown Tindall. America: A Narrative History, Volume I. 10th ed. W.W. Norton & Company, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Jules R. Benjamin. A Student's Guide to History, 13th ed. Bedford/St. Martin's, 2016.

Robert Allison, Ed. The Interesting Narrative of the Life of Olaudah Equiano Written by Himself, Bedford, 2016.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis

D. Recommended Skills

Recommended Skills
A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques

E. Enrollment Limitations

Enrollment Limitation and Category	Enrollment Limitations Impact
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Course created Christina Gold on 10/13/2017.

BOARD APPROVAL DATE: 12/18/2017

LAST BOARD APPROVAL DATE: 10/16/2018

Last Reviewed and/or Revised by: John Baranski

Date: on 4/16/2018