



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	101
Descriptive Title:	United States History to 1877
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History
Catalog Description:	<p>This course is a chronological survey of American history from the first Americans to 1877, focusing on 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.</p> <p>Note: Students may take either History 101 or History 101H. Duplicate credit will not be awarded.</p>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A/English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	Prior to July 1992
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	

CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Developing and Arguing a Persuasive Historical Thesis</p> <p>Upon completion of 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.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Compare and contrast the cultural traditions, values and life styles of Europeans, Africans, and Native 2. Assess the American colonial experience under English domination through the political, social, economic, and cultural forces that shaped its development. 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. 4. Compare and contrast the Spanish, French and British colonies in North America. 5. Analyze the major events and ideas that gave rise to the American Revolution against English rule and assess the outcome of the war. 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. 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. 8. Evaluate the evolution of the institutions of family, school, workplace, and community from the colonial era through the Civil War period. 9. Identify and describe the impact of early 19th century European immigration on American culture, society, politics, and the economy. 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. 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. 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 reaction to slavery, and the impact of slavery on southern economic and social systems. 13. Analyze the causes, course, and outcome of the Civil War. 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.

Major Topics:

- I. **Pre-Columbian Native American Society in North America (3 hours, lecture)**
 - A. Cultural Patterns
 - B. Achievements
- II. **European Expansion into North America in the Age of Discovery (6 hours. Lecture)**
 - 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 to African Slavery
 - F. World Views and Cultural Exchanges Between Native Americans, Africans, and European Colonist in North America
- III. **Colonial English America (6 hours, lecture)**
 - 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
- IV. **American Independence Movement, 1775-1783 (6 hours, lecture)**
 - 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
- V. **The New Nation, 1783-1800 (3 hours, lecture)**
 - A. Politics
 - 1. Articles of Confederation
 - 2. Political Debates: Federalists and Anti-Federalists
 - 3. The Constitution
 - 4. The Political Status of Racial and Ethnic Minorities
 - B. The Status of Women and "Republican Motherhood"
- VI. **The Young Nation (6 hours, lecture)**
 - A. Politics
 - 1. Federalism: Hamilton, Washington, and Adams
 - 2. Thomas Jefferson, Jeffersonian Democracy and the Agrarian Nation
 - B. Foreign Policy
 - 1. Foreign Relations with England and France
 - 2. Westward Expansion and Native Americans
 - 3. The War of 1812
 - 4. The Monroe Doctrine
 - C. Early American Cultural Developments
 - D. Regionalism: Contrasting Social, Political and Economic Condition
- VII. **Expansion and Reform, The Mid-1800s (6 hours, lecture)**
 - A. Politics
 - 1. Andrew Jackson and Jacksonian Democracy
 - 2. Political Parties
 - B. Economic Growth: Manufacturing and Agriculture
 - C. Urbanization
 - D. European Immigration, Nativism and Assimilation
 - E. Reform Movements
 - F. Early Women's Movement

G. Cultural Developments

H. Indian Policy

VIII. **Westward Expansion, 1845-1860 (6 hours, lecture)**

A. Manifest Destiny and Ideologies of Expansion

B. The Acquisition of Territory in the West

1. Texas, Oregon and Florida

2. The Mexican American War

3. Indian Wars

C. Society in the West

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

IX. **Slavery and the Old South (3 hours, lecture)**

A. The Rise of Cotton and the Southern Economy

B. Slavery

1. The Expansion of Slavery

2. Slave Society

3. Slave Culture

4. Slave Resistance

C. Southern White Society: Social Structure and Culture

X. **The American Civil War, 1861-1865 (6 hours, lecture)**

A. The Coming of the Civil War

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

	<p>C. The Outcome of the Civil War</p> <p>XI. Era of Reconstruction, 1865-1877 (3 hours. lecture)</p> <p>A. Political Conflict and Competing Reconstruction Plans</p> <p>B. Federal Government Reconstruction</p> <p>C. State Government Reconstruction</p> <p>D. African Americans During Reconstruction</p> <p>E. Success and Failures of Reconstruction</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In his autobiography, <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Equiano describes the conditions of slavery in Africa and North America. In a five- to seven-page essay that refers to Equiano's autobiography (primary document) and the textbook, <i>America: The Essential Learning Edition, Volume 1</i> , compare and contrast the slave systems in Africa and North America and consider what might have accounted for the differences between the two.
Critical Thinking Assignment 1:	In a four-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 materials.
Critical Thinking Assignment 2:	Using "The Devil in the Shape of a Woman: Witchcraft in Colonial New England" by Carol F. Karlsen and in <i>The Devil's Snare: The Salem Witchcraft Crisis of 1692</i> by Mary Beth Norton, write a 4 - 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.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	David E. Shi, George Brown Tindall. <i>America: A Narrative History, Volume 1</i> . 12th ed. W.W. Norton & Company, 2022.
Alternative Texts:	

Required Supplementary Readings:	Jules R. Benjamin, <u>A Student's Guide to History</u> , 13th ed., Bedford/St. Martin's, 2016. Robert Allison, Ed. <u>Interesting Narrative of the Life of Olaudah Equiano</u> , Written by Himself, Bedford, 2016.
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A/English C1000 or equivalent
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>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.</p> <p>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.</p> <p>Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p> <p>Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>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.</p> <p>Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p>

	<p>Students need reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Dr. Alfred Wrobel
Date:	12/01/1987
Original Board Approval Date:	
Last Reviewed and/or Revised by:	John Baranski
Date:	09/18/2024
Last Board Approval Date:	01/13/2025
Effective Term:	FA 2025