

I. CATALOG INFORMATION

- A. Discipline: HISTORY
- B. Subject Code and Number: HIST M25H
- C. Course Title: Honors: History of the United States

- D. Credit Course units:
 Units: 3
 Lecture Hours per week: 3
 Lab Hours per week : 0
 Variable Units : No

- E. Student Learning Hours:
 Lecture Hours:
 Classroom hours: 52.5 - 52.5
 Laboratory/Activity Hours:
 Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week _____

- G. May be taken a total of: 1 2 3 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No Yes
 If YES, designate course Subject Code & Number: _____

- I. Course Description:

Surveys the political, economic, and social development of the United States. Traces the constant and changing values that shaped American institutions. Analyzes the diversity of the American people – the heroes Americans have treasured and the significant choices Americans have made. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

- J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)
ENGL M01A, ENGL M01AH or

Other: No Yes

K. Other Catalog Information:

Course Credit Limitations: 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". Honors Program requires a letter grade.

Satisfies US-1 (historical development of American institutions and ideals) requirement of CSU Title V.

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	identify the roles of Native Americans, women, people of color, and other ethnic groups in the development of the United States.	Exams, quizzes, primary source document studies, research papers, or book reviews.
2	describe the roles of famous, notorious, and ordinary men and women in shaping the American past.	Exams, quizzes, primary source document studies, research papers, or book reviews.
3	evaluate contemporary American issues by identifying their roots in our past and, in turn, understanding how they apply to today.	Exams, quizzes, primary source document studies, research papers, or book reviews.
4	describe how the U.S. Constitution and Supreme Court decisions have molded the American perspective.	Exams, quizzes, primary source document studies, research papers, or book reviews.
5	distinguish the major social and political movements that have impacted America's development and shaped American mindsets.	Exams, quizzes, primary source document studies, research papers, or book reviews.
6	trace the concept of the "American Dream" and its impact on immigrants and natives alike.	Exams, quizzes, primary source document studies, research papers, or book reviews.

7	evaluate how westward migration, sectionalism, and other regional developments have impacted the American psyche.	Exams, quizzes, primary source document studies, research papers, or book reviews.
8	trace the impacts of geography and foreign policy on choices Americans have made.	Exams, quizzes, primary source document studies, research papers, or book reviews.
9	describe the shift in American attitudes toward business from our early history to the development of the welfare state.	Exams, quizzes, primary source document studies, research papers, or book reviews.
10	evaluate the rise of industrialism, political corruption, bossism and reform movements (e.g., Social Gospel, Populism, Progressivism, labor unions, and anti-war movements).	Exams, quizzes, primary source document studies, research papers, or book reviews.
11	apply primary source documents to historical issues and problems.	Exams, quizzes, primary source document studies, research papers, or book reviews.
12	identify the value in the study of history.	Exams, quizzes, primary source document studies, research papers, or book reviews.
13	recognize the value and use of historiography	Exams, quizzes, primary source document studies, research papers, or book reviews.
14	visit and assess the value of a historical site or research center.	Exams, quizzes, primary source document studies, research papers, or book reviews.
15	evaluate the accuracy of an historical film.	Exams, quizzes, primary source document studies, research papers, or book reviews.
		Exams, quizzes, primary

16	demonstrate the ability to take a leadership role within the context of the course activities.	source document studies, research papers, or book reviews.
17	produce a research paper using scholarly research methods including primary, secondary sources, and oral history.	Exams, quizzes, primary source document studies, research papers, or book reviews.
18	participate in a scholarly dialogue with peers.	Exams, quizzes, primary source document studies, research papers, or book reviews.
19	demonstrate the appropriate use of the Internet in the study of history	Exams, quizzes, primary source document studies, research papers, or book reviews.

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
21.00%	The Colonial Era Indians, Africans, and Europeans European Settlements: South New England Middle Colonies Economic Development and Imperial Trade European Warfare in the Colonies	1, 2, 3, 5, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19
21.00%	Industrializing America Industry, Immigrants and the City Transforming the West Big Business and Its Challenges Politics, Government and Corruption Imperial Expansion	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
21.00%	War and Reform The Progressive Era The Great War The Roaring Twenties and the Depressed Thirties World War II The Cold War, McCarthyism, and the Fifties The Movement for Civil Rights	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
15.00%	Modern Challenges The Counterculture Vietnam: Domestic and Foreign Impacts Nixon, Reagan, and New Conservatism The Culture Wars	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

22.00%	Nation Founded, Nation Divided Road to Revolution/War and Peace Articles of Confederation/Constitution Hamiltonian Federalism versus Jeffersonian Republicanism Jacksonian Era Slave and Free in the South Industrialization and Urbanization Civil War and Reconstruction	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19
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IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	essay examinations.
2	short answer and objective quizzes.
3	prepare a term paper based on primary and secondary sources.
4	produce a book review along the guidelines employed by professional historians.
5	analyze in writing the perspectives of guest speakers or lecture presentations presented outside the classroom.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	field trips (e.g., museum visits, and Internet and library research).
2	create a PowerPoint presentation based on research.
3	utilize the research facilities of an institution such as UCLA, CSU Northridge or the Huntington Library, San Marino, CA.
4	conduct an oral interview based on guidelines employed by professional historians.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	lead group discussions.
2	topic debates presented before the class.

3	book and film reviews based on guidelines established by professor.
4	position papers.
5	oral reports employing primary and secondary sources.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)
 Group projects
 Oral reports
 Audio/Visual presentations
 Relevant on-campus guest lecture(s)
 Job shadowing
 Honor student(s) led lesson

Optional Field Trips

Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

Essay Exam Classroom Discussion Skill Demonstration

Problem Solving Exam Reports/Papers/Journals Participation

Objective Exams Projects Other (specify)

Primary source analysis
Oral presentations
Demonstration of leadership skills Honor student led lesson

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Divine, Robert, et al. America: Past and Present. 9th ed. Longman, 2010.

Davidson, James W., et al. Nation of Nations: A Narrative History the American Republic. 7th ed. McGraw-Hill, 2010.

Goldfield, David, et al. American Journey. 5th ed. Prentice Hall, 2009.

Nash, Gary B., et al. The American People: Creating a Nation and a Society. 7th ed. Pearson, 2010.

Bloch, Marc. Historian's Craft. Vintage, 1964.

Dunaway, David, and Willa Baum, eds. Oral History: An Interdisciplinary Anthology. 2nd ed. AltaMira, 1996.

Gilderhus, Mark T. History and Historians: A Historiographical Introduction. 7th ed. Prentice Hall, 2009.

Madaras, Larry, and James SoRelle, eds. Taking Sides: Clashing Views In American History. Vol.1, The Colonial Period to Reconstruction. 14th ed. McGraw-Hill, 2010.

Madaras, Larry, and James SoRelle, eds. Taking Sides: Clashing Views In American History. Vol.2, Reconstruction to the Present. 14th ed. McGraw-Hill, 2010.

Rossiter, Clinton, and Charles Kesler, eds. The Federalist Papers. Signet Classics, 2003.

Videos such as "Glory," "How We Got the Vote," "Last of the Mochicans" "The Civil War (Ken Burns)," "The Patriot", "Ragtime," "Saving Private Ryan," and "Schindler's List."

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

<i>College</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
CSU Dominguez Hills	HIS 101	History of the United States	3
CSU Fullerton	HIST 180	Survey of American History	3
CSU Chico	HIST 130	United States History	3

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
 history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- | | | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/> | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/> | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/> | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input checked="" type="checkbox"/> | D7 <input type="checkbox"/> | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/> | |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research for papers using the Library's print and online resources. Internet availability. Use of monographs in subject area.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

HIST M25H: Not Applicable

XIV. WORKPLACE PREPARATION

HIST M25H: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

HIST M25H: Not Applicable

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

- Natural Sciences
 - Biological Science
 - Physical Science
- Social and Behavioral Sciences
 - American History/Institutions
 - Other Social Science
- Humanities
 - Fine or Performing Arts
 - Other Humanities
- Language and Rationality
 - English Composition
 - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

Check either Option 1 or Option 2

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

HIST M25H: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

HIST M25H: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: HISTORY

Discipline Code and Number: HIST M25H

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Ranford Hopkins 11/30/2010

Faculty Peer: Susan Kinkella 11/04/2010

Curriculum Rep: Lee Ballesterio 10/14/2010

Department Chair: Ranford Hopkins 10/13/2010

Division Dean: Lori Bennett 10/13/2010

Approved By:

Curriculum Chair: Mary Rees 12/08/2010

Executive Vice President: Edward Knudson 12/06/2010

Articulation Officer: Letrisha Mai 11/15/2010

Librarian: Mary LaBarge 11/15/2010

Implementation Term and Year: Spring 2011

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/07/2010

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): _____