

HIST M130: UNITED STATES HISTORY THROUGH RECONSTRUCTION

Originator

hhernandez

Co-Contributor(s)**Name(s)**

Colman, Patricia (pcolman)

College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M130

Course Title (CB02)

United States History Through Reconstruction

Banner/Short Title

U.S. History thru Recon

Credit Type

Credit

Start Term

Fall 2021

Formerly

HIST M07A - Social/Political History US I

Catalog Course Description

Introduces the creation and development of American society to 1877. Explores the colonial foundation of American cultural heritage; growth of the US political party system; women and social reform; the institution of and movement to abolish slavery; the Civil War, including its causes and Reconstruction.

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

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

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

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 | demonstrate the ability to contextualize and interpret primary and secondary texts, images, or audio sources, and to compose an argument which uses them, as appropriate, for support in understanding the History of the United States to 1877. |
| 2 | identify connections between the History of the United States to 1877 and current issues in society today, thus preparing students for the challenges and responsibilities of life and change in American society and within the global community. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | identify the roles of Native Americans, women and various ethnic groups, including immigrants, in the development of the United States. |
| 2 | compare and contrast the contributions of the Southern, Middle and New England colonies to the development of the United States. |
| 3 | locate significant geopolitical areas and economic regions on a map of the United States between 1776 and 1865. |

4	chronicle the issues that led to the American Revolution and describe significant events that led to the American victory.
5	describe the creation and content of the United States Constitution.
6	explain the growth and impact of slavery in the United States.
7	describe how the Constitution and Supreme Court decisions have molded the growth and development of the United States.
8	discuss the origins and major ideologies that shaped the development of the American political party system.
9	explain the growth of democracy in the United States.
10	identify the rise and role of women in social reform movements in the United States.
11	describe the efforts to abolish slavery in the United States.
12	trace westward expansion across the continental United States.
13	analyze the causes of the American Civil War and events that led to a Union victory.
14	evaluate the repercussions of the Civil War for the North and South, including freed slaves.
15	describe the major accomplishments and failures of Reconstruction.

Course Content

Lecture/Course Content

20% I. Confrontation and Colonization: Pre-contact to 1775

- A. People of the Americas and Africa Before 1492
 - 1. Cultures of North America
 - 2. Peoples of Africa
- B. European Exploration
 - 1. Europe before 1492
 - 2. Voyages and contact
- C. Colonization
 - 1. European colonies
 - 2. Native and colonial relations
- D. North American Empire
 - 1. Colonial life and politics
 - 2. Years of conflict

30% II. A Revolutionary People, 1775 - 1828

- A. People in Revolution
 - 1. Brink of war
 - 2. War for American independence
 - 3. Toward a new government
- B. Consolidating the Revolution
 - 1. Post-war conflicts
 - 2. State sovereignty
 - 3. Toward a new national government
- C. Creating a New Nation
 - 1. Establishing a republic
 - 2. The Constitution
 - 3. Beginning of the political party system
 - 4. An agrarian nation
- D. The Early Republic
 - 1. Regionalism
 - 2. Indian relations
 - 3. Perfecting democracy

30% III. An Expanding People, 1820 - 1860

- A. The Changing Northeast
 - 1. Economic growth
 - 2. Manufacturing
 - 3. Urban life
- B. Slavery and the South
 - 1. Cotton kingdom
 - 2. Slave experience
 - 3. Resistance and freedom
 - 4. White South
- C. America in the Antebellum Age
 - 1. Religious revival

- 2. Social reform and politics
- 3. Abolition and women's rights
- D. Moving West
 - 1. Trans-Mississippi exploration
 - 2. Cultures in conflict
 - 3. Territorial acquisition
- E. The Union in Peril
 - 1. Slavery in territories
 - 2. Political disintegration
 - 3. Rise of the Republican party and Lincoln

20% IV. The Union Severed 1865-1877

- A. Civil War
 - 1. Organizing for war
 - 2. Strategy 1861-1862
 - 3. The tide turns, 1863-1865
 - 4. End of war challenges
- B. Reconstruction
 - 1. Andrew Johnson and Radical Republicans
 - 2. Southern Redemption
 - 3. Election of 1876 and the end of Reconstruction

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
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):

Classroom Discussion
Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Projects
Problem-solving exams
Participation
Quizzes
Reports/Papers/Journals
Reports/papers
Research papers
Skills demonstrations
Written analyses
Written compositions
Written homework
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Field experience/non-internship
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis

Internet research
 Large group activities
 Lecture
 Readings
 Role-playing
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

To communicate course content, the instructor will use methods such as lecture, Power Point slides, class discussion, primary source documents and audio/visual material.

Representative Course Assignments

Writing Assignments

Write a review of a primary source document such as *Incidents in the Life of a Slave Girl*.

Write a research paper on a topic such as the origins of the American political party system.

Write an argumentative paper utilizing primary and secondary source documents, on a topic such as the social, political, and economic effects of the American Revolution.

Critical Thinking Assignments

Participate in class and small group discussions debating a controversial topic such as the impact of the Market Revolution.

Evaluate visual primary source material, such as political cartoons portraying the differences between the Antebellum South and North.

Reading Assignments

Reading course texts, supplemental readings, and handouts.

Reading and annotating primary sources such as the journal of Narcissa Whitman.

Outside Assignments

Representative Outside Assignments

Visit a historic site or museum and write a critical summary on a curated exhibition, such as the Chinese American Museum.

Prepare written and/or oral presentations on topics such as the role of women in the Civil War.

Articulation

C-ID Descriptor Number

HIST 130

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Fullerton	HIST 170A	United States to 1877	3
CSU Dominguez Hills	HIS 101	History of the United States	3
CSU Channel Islands	HIST 270	The United States to 1877	3
CSU Fresno	HIST 11	American History to 1877	3
CSU Northridge	HIST 270	The United States to 1865	3
CSU Long Beach	HIST 172	Early United States History	3

Comparable Courses within the VCCCD

HIST R130 - History of the United States I

HIST R130H - Honors: History of the United States I

HIST V46 - United States History to 1877

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B1. American History/Institutions**

Approved

B2. Social and Behavioral Sciences

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

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**

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

US - 1: Historical development of American Institutions and Ideals

Approved

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Corbett, P. Scott, et al. "U.S. History." *Open Stax*, 2021, <https://openstax.org/details/books/us-history>.

Resource Type

Textbook

Description

Marcus, Anthony, John M. Giggie, and David Burner. *America Firsthand. Volume I: Readings From Settlement to Reconstruction*. 10th ed., Bedford/St. Martin's, 2015.

Resource Type

Textbook

Description

Shi, David Emory. *America: A Narrative History Volume I*. 11th ed., W.W. Norton & Company, 2019.

Resource Type

Textbook

Description

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Hero, 2019.

Library Resources

Assignments requiring library resources

Research papers, book reviews, and annotated bibliographies using the Library's print and online resources as well the Internet.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Students use the Daily Life Through History database to research life in colonial North America in order to create a firsthand diary account of an American colonist.

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)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.

Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

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

04/09/2021

Dean

04/13/2021

Technical Review

04/29/2021

Curriculum Committee

5/4/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000428946

DOE/accreditation approval date

MM/DD/YYYY