

HIST 017: US HISTORY THROUGH RECONSTRUCTION

Originator

ebenavides

Justification / Rationale

Inclusion of new OER which will highlight current curriculum. OER will give immediate, free access to the students when term begins.

Effective Term

Spring 2023

Credit Status

Credit - Degree Applicable

Subject

HIST - History

Course Number

017

Full Course Title

US History through Reconstruction

Short Title

U.S.HISTORY

Discipline**Disciplines List**

History

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course is a survey of the political and social development of the United States from the discovery of America through the Reconstruction Period.

Schedule Description

This course is a survey of the political and social development of the United States from the discovery of America through the Reconstruction Period.

Advisory: ENG 001A

IGETC: 3B, 4F

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

Advisory: ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Roark, Johnson, et al.

Title

The American Promise, Value Edition, Volume 1: A History of the United States

Edition

7th

Publisher

Bedford/St. Martin's

Year

2016

College Level

Yes

Flesch-Kincaid Level

13.6

ISBN #

978-1319061999

Resource Type

Book

Author

Foner, Eric

Title

Give Me Liberty! An American History, Volume 1

Edition

Seagull 5th Edition

Publisher

W.W. Norton Co.

Year

2017

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

978-0-393-60342-2

Resource Type

Book

Formatting Style

MLA

Author

Schaller, Michael, Greenwood, Janette, Kirk, Andrew, et al

Title

American Horizons, U.S. History in a Global Context

Edition

3rd

City

New York

Publisher

Oxford University Press

Year

2018

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

9780190659486

Resource Type

Book

Open Educational Resource

Yes

Formatting Style

MLA

Author

Collaborative

Title

American Yawp

Edition

Press Edition

City

Palo Alto

Publisher

Stanford University

Year

2020-2021

College Level

Yes

Class Size Maximum

45

Entrance Skills

Use theses to organize paragraphs into coherent analysis.

Requisite Course Objectives

ENG 001A-Develop ideas coherently in writing through the drafting process.

ENG 001A-Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

Entrance Skills

Recognize features of style, such as purpose, audience, and tone, and integrate these elements into academic and professional writing.

Requisite Course Objectives

ENG 001A-Incorporate complex sentence-structure and variety of word choice.

ENG 001A-Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).

Entrance Skills

Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

Requisite Course Objectives

ENG 001A-Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.

ENG 001A-Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).

ENG 001A-Understand how readers' experiences influence the reading of texts.

Entrance Skills

Utilize a handbook to properly cite and document source material in MLA format.

Requisite Course Objectives

ENG 001A-Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.

ENG 001A-Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

Course Content

1. Pre-Columbian America: Native American societies and cultures prior to European arrival
2. European background and colonization and its impact on native America
3. Establishment and maturation of colonial settlements and populations
4. Colonial America: Colonial policies and imperial rivalries in North America
5. The American Revolution
6. The Articles of Confederation and the Constitution
7. The early republic (political parties, economic and geographical expansion)
8. The Jeffersonian period
9. The Jacksonian democracy
10. Sectional controversy, slavery and antebellum America
11. Western expansion, manifest destiny and Native American policy
12. Antebellum reform
13. Crisis of the 1850's and the lead up to the Civil War

- 14. The Civil War
- 15. The Reconstruction period

Course Objectives

	Objectives
Objective 1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument, which uses these sources for support, when appropriate.
Objective 2	Explain the major economic, technological, and scientific developments of the period and their historical significance.
Objective 3	Explain the major social and cultural developments of the period, their causes and effects, and their historical significance.
Objective 4	Identify and understand some of the most salient, recurring patterns in American history, an example of which are the ongoing conflicts and contrast between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion.
Objective 5	Describe diverse groups and peoples who have participated in the shaping of American history.
Objective 6	Analyze the interrelationships between economics, political history and societal life.
Objective 7	Ability to adopt a historical evolution of the primary institutions of American society.
Objective 8	Distinguish and evaluate the unfolding of American history within the context world history.
Objective 9	Foster the habit of critically evaluating interpretations of historical events.
Objective 10	Identify and describe key individuals, events and movements in U.S. history to 1877.
Objective 11	Describe the struggles of particular ethnic and racial groups, especially African-Americans, American Indians, and immigrants, to participate in American life.
Objective 12	Describe how various international events changed American history in the period up to 1877.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Analyze the impact of European contact on the environment and indigenous peoples of the Americas.
Outcome 2	Apply knowledge of the American colonial identity to explore reasons for the Revolutionary War and its outcomes, including the establishment of American government institutions.
Outcome 3	Evaluate the causes of the American Civil War.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Technology-based instruction	Online homework, watching videos, interactive websites, online trivia such as Kahoot.
Role Playing	Historical role playing where each student is assigned a role as an historical figure.
Participation	Discussion and interactive instruction such as vote with your body, trading cards, and speed pairing.
Lecture	Auditory delivery of material with the help of visual aids such as Power Points, video links, and white board demonstration.
Individualized Study	Students are given an in-class reading or writing assignment to work on individually.
Supplemental/External Activity	Oral history projects and trips to museums.
Collaborative/Team	Group work in class with instructor-provided prompt or materials.
Journal	Written journal assignments given in-class and assigned out of class based on reflections from assigned readings and current events.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Student writing is a required component of this course- a minimum of 2,500 words of written work should be assigned by the instructor over the course of the semester- instructor can meet the requirement through assigned journal writing, in-class writing, written homework, research papers, exam essays, etc.	In and Out of Class
Student participation/contribution	Instructors are encouraged to find a way to incentivize student participation through in-class activities, online discussion boards and group work.	In and Out of Class
Mid-term and final evaluations	Mid-term and final evaluations (in-class or take home) such as: essays, written short answer exams, final projects and presentations.	In and Out of Class
Tests/Quizzes/Examinations	True/false/ multiple choice evaluations can be assigned as part of an exam and an in-class or online quiz.	In and Out of Class
Group activity participation/observation	Student discussion and work groups and participation in campus events.	In and Out of Class
Presentations/student demonstration observations	Group or individual student presentations for the purpose of student learning.	In Class Only
Term or research papers	As part of the writing requirement instructors may choose to assign a research or term paper- recommended citation method is MLA or Chicago-Turabian which is the standard citation method used in history.	In and Out of Class
Written homework	As part of the writing requirement instructors may assign written homework.	Out of Class Only
Other	Regular reading assignments including textbook chapters and supplemental reading including primary source documents, scholarly articles, etc.	Out of Class Only

Assignments
Other In-class Assignments

1. Essay exams are required.
2. Attendance at lectures, including the taking of detailed notes.
3. Viewing of films and slide programs, including the taking of notes thereon.
4. Reading and discussion of photocopies of journal articles, primary documents and other leading scholar's works (either as group activity or individually). Examples: Lincoln's 2nd Inaugural Address, writings by Eric Foner, writings of early Confederate political leaders.
5. In-class quizzes on assigned readings.
6. Tests of various types, including short essay and multiple choice. Example: "Describe the causes and significance of the Boston Massacre of 1770" or "Discuss Uncle Tom's Cabin and examine its impact on the debate over slavery."

Other Out-of-class Assignments

1. Readings in the textbook and in recommended supplementary literature. Example: "Autobiography of Benjamin Franklin", "Uncle Tom's Cabin", "Narrative of the Life of Frederick Douglass", etc.
2. 5-7 page essay on selected subject. Examples: "Describe U.S. relations with American Indians from 1790 to 1820" or "Examine of secession crisis and the various attempts a compromise to avert the dissolution of the Union. Do you believe that secession could have been avoided in 1860? Why or why not?"

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

10

On-campus %

90

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

none

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

n/a

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Telephone contact/voicemail

For hybrid courses:

Scheduled Face-to-Face group or individual meetings
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Students will regularly and frequently complete assignments in discussion forums and/or groups, and they will regularly and frequently submit formal writing assignments, so they will receive regular and frequent feedback from the instructor on these assignments.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Students have the opportunity to contact their instructor on the phone or through email, which gives them an extra avenue for getting feedback and assistance on course material. In addition, students may be directed to open-source audio and/or video material to supplement their learning.

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

This section has already been offered multiple times online by certified online instructors. Instructors, and their shells, have completed the COD-DE requirements.

COD GE

C2 - Social and Behavioral Science
C3 - Arts, Humanities, and Culture

CSU GE

C2 - Humanities
D6 - History

IGETC GE

3B - Humanities
4F - History

MIS Course Data**CIP Code**

54.0101 - History, General.

TOP Code

220500 - History

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

C-ID

HIST 130

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

10/5/2021

Academic Senate Approval Date

10/28/2021

Board of Trustees Approval Date

11/11/2021

Chancellor's Office Approval Date

11/16/2021

Course Control Number

CCC000330914

Programs referencing this course

Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=132>)

Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=133>)

History AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=16>)

Political Science AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=18>)

Liberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)

Liberal Arts: Social and Behavioral Sciences AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=30>)

Elementary Teacher Education AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=5>)