



**COURSE OUTLINE : HIST 117**  
**D Credit – Degree Applicable**  
**COURSE ID 004107**  
**Cyclical Review: March 2021**  
**Revision: October 2021**

**COURSE DISCIPLINE :** HIST  
**COURSE NUMBER :** 117  
**COURSE TITLE (FULL) :** United States History, 1550-1877  
**COURSE TITLE (SHORT) :** U.S. History, 1550-1877  
**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :** HIST 130 – United States History to 1877  
**ACADEMIC SENATE DISCIPLINE:** History

**CATALOG DESCRIPTION**

HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction are all examined.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 151.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	151	Reading And Composition V	read and critically analyze various academic readings;	Yes
2	ESL	151	Reading And Composition V	summarize readings;	Yes
3	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes
4	ESL	151	Reading And Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
5	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
6	ESL	151	Reading And Composition V	employ basic library research techniques;	Yes
7	ESL	151	Reading And Composition V	compose one research paper (1,000 words) or two short research papers (500- 700 words each) with citations;	Yes
8	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
9	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
11	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
12	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
14	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes



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15	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
16	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
17	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

**EXIT STANDARDS**

- 1 Interpret primary and secondary sources and develop an argument which uses them, as appropriate, for support;
- 2 identify key concepts that have helped shape the United States;
- 3 assess the contributions made to the United States by different social groups, including race, class, gender and ethnicity;
- 4 explain the major economic, technological and scientific developments and their historical significance;
- 5 compare and contrast various presidential administrations;
- 6 analyze major political trends, attitudes, conflicts and events, including both mainstream and reform efforts, and explain their historical significance;
- 7 evaluate the expansion of the United States across the continent and the influence of the United States overseas.

**STUDENT LEARNING OUTCOMES**

- 1 analyze varying historical concepts and different interpretations of United States history from the Colonial Period to Reconstruction;
- 2 evaluate and differentiate the impact of race, ethnicity, gender and class on American society;
- 3 critique various political, economic, cultural and social forces that have been key to the nation's development and its influence on global affairs.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Introduction <ul style="list-style-type: none"> <li>• Defining history</li> <li>• Course purpose</li> <li>• Historical thinking skills</li> <li>• Primary and secondary sources</li> </ul>	4	0	4



2	<p>Colonizing the Continent</p> <ul style="list-style-type: none"> <li>• Native American societies and cultures before contact</li> <li>• Reasons for exploration and "discovery"</li> <li>• European background of the North American colonists</li> <li>• Impact of European colonization upon Native Americans</li> </ul>	4	0	4
3	<p>Colonial Era, 1600-1750</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting different colonies</li> <li>• Relationship between Great Britain and the colonies</li> <li>• Relationship of colonists to Native Americans and enslaved Africans</li> <li>• Development of cultures and self-government</li> <li>• New England and the Puritan experiment</li> <li>• Arrival of first enslaved Africans</li> <li>• Salem Witchcraft Trials</li> </ul>	3	0	3
4	<p>The American Revolution, 1750-1780</p> <ul style="list-style-type: none"> <li>• Defining the Revolution</li> <li>• The Great Awakening</li> <li>• Resistance, Stono Rebellion and the influence of slavery</li> <li>• Causes <ul style="list-style-type: none"> <li>◦ Long term</li> <li>◦ Short term</li> <li>◦ Immediate events</li> </ul> </li> <li>• The war itself <ul style="list-style-type: none"> <li>◦ Advantages and disadvantages of the British and colonists</li> <li>◦ Participation of blacks and women</li> <li>◦ Military actions</li> <li>◦ Result <ul style="list-style-type: none"> <li>▪ Impact on Native Americans</li> <li>▪ Immediate results of independence</li> <li>▪ The shortcomings of "liberty"</li> </ul> </li> </ul> </li> </ul>	4	0	4



5	<p>The Critical Period, 1780s</p> <ul style="list-style-type: none"> <li>• The Articles of Confederation</li> <li>• Federalists versus anti-Federalists</li> <li>• The U.S. Constitution               <ul style="list-style-type: none"> <li>◦ Background to the Constitutional Convention</li> <li>◦ Principles and compromises</li> <li>◦ Ratification</li> <li>◦ Articles and amendments</li> </ul> </li> <li>• Slavery and the Old South</li> </ul>	3	0	3
6	<p>Federalists in Power, 1790s</p> <ul style="list-style-type: none"> <li>• Problems facing the new government</li> <li>• The Hamiltonian System</li> <li>• Development of political parties</li> <li>• Foreign entanglements</li> <li>• Discussion of women's rights in the public sphere</li> </ul>	3	0	3
7	<p>Jeffersonian Democracy, 1800-1812</p> <ul style="list-style-type: none"> <li>• Factors which prevent Jeffersonian principles from taking effect</li> <li>• Louisiana Purchase and westward expansion</li> <li>• Difficulties in maintaining neutrality</li> <li>• Evolution of the Supreme Court</li> <li>• Expansion of domestic U.S. slavery and banning of Atlantic Slave Trade</li> <li>• African American culture</li> </ul>	3	0	3
8	<p>War of 1812</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Military actions</li> <li>• Results</li> </ul>	3	0	3



9	<p>Nationalism and Sectionalism, 1815-1860</p> <ul style="list-style-type: none"> <li>• The American System</li> <li>• Economic development <ul style="list-style-type: none"> <li>◦ Second Industrial Revolution and urbanization</li> <li>◦ The factory system</li> <li>◦ Market Revolution</li> <li>◦ Contributions of enslaved people, immigrants and women</li> </ul> </li> <li>• Era of Good Feelings</li> <li>• Monroe Doctrine</li> <li>• Supreme Court decisions</li> <li>• Sectionalism in the South <ul style="list-style-type: none"> <li>◦ Contention of slavery and its spread</li> <li>◦ Missouri Compromise</li> <li>◦ The tariff debate</li> <li>◦ Cotton Kingdom</li> </ul> </li> <li>• The rise of the working class</li> <li>• Nat Turner Rebellion and other acts of resistance</li> <li>• Fugitive Slave Laws</li> <li>• Free blacks in the antebellum period</li> </ul>	4	0	4
10	<p>The Age of Jackson, 1828-1844</p> <ul style="list-style-type: none"> <li>• Jacksonian democracy</li> <li>• Tariff of 1828</li> <li>• Bank War</li> <li>• Democrats and Whigs</li> <li>• Indian removal</li> <li>• Regional differences</li> </ul>	3	0	3
11	<p>Reform, 1830-1850</p> <ul style="list-style-type: none"> <li>• Temperance</li> <li>• Abolitionism</li> <li>• Women's rights and the Seneca Falls Convention</li> <li>• Labor unions and strikes</li> </ul>	3	0	3



12	<p>Territorial Expansion and Slavery, 1845-1861</p> <ul style="list-style-type: none"> <li>• Westward expansion, Manifest Destiny, and Native American policy</li> <li>• The Oregon question</li> <li>• Annexation of Texas</li> <li>• Mexican War <ul style="list-style-type: none"> <li>◦ Causes</li> <li>◦ Military actions</li> <li>◦ Results</li> </ul> </li> <li>• California</li> <li>• Blackface minstrelsy and the performance of race</li> <li>• Controversies of the 1850s</li> <li>• The Union dissolves over slavery</li> </ul>	7	0	7
13	<p>Civil War</p> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Military actions</li> <li>• Results</li> <li>• First modern war</li> <li>• Black soldiers and sailors</li> <li>• Enslaved people as "contraband"</li> <li>• Underground railroad</li> <li>• Emancipation Proclamation</li> <li>• Shift from preserving union to ending slavery</li> </ul>	5	0	5
14	<p>Reconstruction, 1865-1877</p> <ul style="list-style-type: none"> <li>• Economic and social problems of Reconstruction</li> <li>• Political problems</li> <li>• Competing visions of Reconstruction <ul style="list-style-type: none"> <li>◦ Lincoln's policy</li> <li>◦ Johnson's policy</li> <li>◦ Radical reconstruction</li> </ul> </li> <li>• Freedmen's Bureau</li> <li>• Victory over Johnson</li> <li>• Reconstruction Amendments</li> <li>• Reconstruction governments in the South</li> <li>• 1876 presidential election</li> <li>• Unfinished business of Radical Reconstruction</li> <li>• Sharecropping</li> <li>• Black Codes</li> <li>• African American social revolution</li> <li>• Struggle for black equality and equal rights</li> <li>• White supremacy and the rise of the KKK</li> </ul>	5	0	5
				<b>54</b>



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**OUT OF CLASS ASSIGNMENTS**

- 1 analyze and critically respond to primary sources from the 17th, 18th and 19th centuries (e.g., identify the thoughts and ideas of John Locke in the Declaration of Independence);
- 2 group projects (e.g., poster focusing the meaning of Manifest Destiny to different groups in American society).
- 3 write an essay using primary and secondary sources to prove an argument.

**METHODS OF EVALUATION**

- 1 instructor evaluation of class discussion (e.g., instructor-monitored discussion comparing the short and long term causes of the American Revolution);
- 2 written assignment(s) (e.g., analysis of primary and secondary sources focusing on the development of the abolition movement during the nineteenth century);
- 3 three to five one-hour in class examinations requiring demonstration of course exit standards;
- 4 a final examination requiring demonstration of course exit standards.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Give Me Liberty!: An American History	Required	W. W. Norton	6	Print	Foner, Eric	978-0393418248	2019
A People and a Nation	Required	Cengage	11	Print	Kamensky, Jane	9781285430836	2019
U.S. History	Required	OpenStax	1	Electronic	Corbett, P. Scott et al.	978-1-947172-08-1	2019