

HIST-C1001: UNITED STATES HISTORY TO 1877

Effective Term

Fall 2026

CC Approval

08/22/2025

AS Approval

10/09/2025

BOT Approval

10/16/2025

COCI Approval

12/10/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

| Minimum Qualifications | And/Or |
|---------------------------|--------|
| History (Master's Degree) | |

Subject Code

HIST - History

Course Number

C1001

Department

History

Division

Social Sciences (SOCS)

Full Course Title

United States History to 1877

Short Title

United States History to 1877

CB03 TOP Code

2205.00 - History

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating to match CCN Template

SECTION B - Course Description

Catalog Course Description

This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

| DE Modalities | Permanent or Emergency Only? |
|-----------------|------------------------------|
| Entirely Online | Permanent |
| Hybrid | Permanent |

SECTION E - Course Content**Student Learning Outcomes**

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

1. Critically analyze primary source evidence and evaluate that evidence in the context of broader historical themes and developments.
2. Argue a historical thesis that explains the development of social, political, economic and/or cultural patterns in U.S. history, and use primary and/or secondary sources to support that thesis.

Course Objectives

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

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

- 2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.
- 3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
- 4. Analyze the relevance of Early American History to the present day.

Course Content

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

- 1. Introduction to basic methods of historical research and analysis.
- 2. Indigenous peoples, cultures, and lands.
- 3. European colonization.
- 4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems.
- 5. Establishment and maturation of diverse colonial settlements and populations.
- 6. Colonial policies and imperial rivalries in North America and their implication for settlements.
- 7. The American Revolution.
- 8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights.
- 9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion.
- 10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America.
- 11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy.
- 12. Second Great Awakening, Abolitionist Movement, Women’s Rights and other Antebellum Revival and Reforms.
- 13. Crisis of the 1850s and the coming of the Civil War.
- 14. The Civil War.
- 15. Reconstruction.

Methods of Instruction

Methods of Instruction

| Types | Examples of learning activities |
|------------|--|
| Discussion | In-class analysis and discussion of primary sources. |
| Lecture | Lecture supplemented by multimedia presentations (outlines, images, etc.) and discussions of major topics as needed. |

Online Adaptation

| Types | Examples of learning activities |
|----------------|--|
| Directed Study | Weekly reading assignments. |
| Discussion | Discussion boards based on primary source readings. |
| Lecture | Live lectures (via Zoom etc) or prerecorded presentations. |

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Discussion Boards
- E-mail Communication

Student-Initiated Online Contact Types

- Discussions

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

| Types | Examples of classroom assessments |
|-------------|--|
| Exams/Tests | <p>Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.</p> <p>Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.</p> |

Assignments

Reading Assignments

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Course textbook

Primary Source readings, such as:

The Declaration of Independence

U.S. Constitution

The Declaration of Rights and Sentiments

Rowlandson, The Sovereignty and Goodness of God

Franklin, The Autobiography of Benjamin Franklin

Douglass, Narrative of the Life of Frederick Douglass

Northup, Twelve Years a Slave

Selections from Primary Source Readers such as:

Wheeler, Discovering the American Past

Marcus, America Firsthand

Foner, Voices of Freedom

Davidson, After the Fact

Writing Assignments

Out-of-class writing assignments may include any/all of the following: analytical essays, research projects, book reports, and historical journals.

Examples of Analytical Essays:

Example 1: "In a four-page essay, compare and contrast the interaction between the Spanish, French and English with Native American groups between 1500 and 1800."

Example 2: "In a three-page essay, evaluate the differences and similarities between the Articles of Confederation and the Constitution of 1787 with respect to the legislative, executive and judicial structures of government under each."

Example 3: "In a five-page essay, relate the question of western expansion to the coming of the Civil War, and identify key historical events that contributed to this process."

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Carnes, Mark C. and John A. Garraty

Title

The American Nation

Publisher

Pearson

Year

2021

Material Type

Open Educational Resource (OER)

Author

Corbett, P. Scott, Janssen Volker, John Lund

Title

"U.S. History Open Stax Free Textbooks Online."

Publisher

OER

Year

2024

Material Type

Textbook

Author

Faragher, John Mack, Mari Jo Buhle, et al.

Title

Out of Many: A History of the American People

Publisher

Pearson

Year

2021

Material Type

Textbook

Author

Foner, Eric, Kathleen DuVal, and Lisa McGirr

Title

Give Me Liberty!

Publisher

W.W. Norton Company

Year

2022

Material Type

Textbook

Author

Goldfield, David, Carol Abbott, et al.

Title

The American Journey

Publisher

Pearson

Year

2021

Material Type

Textbook

Author

Kamensky, Jane, Carol Sheriff, et al.

Title

A People and a Nation: A History of the United States.

Publisher

Cengage

Year

2017

Material Type

Textbook

Author

Kennedy, David M. and Lizabeth Cohen.

Title

The American Pageant.

Publisher

Cengage Learning

Year

2024

Material Type

Open Educational Resource (OER)

Author

Locke, John and Ben Wright

Title

American Yawp (OER)

Publisher

Stanford University Press

Year

n/a

Material Type

Textbook

Author

Murrin, John, Pekka Hämäläinen, et al.

Title

Liberty, Equality, Power

Publisher

Cengage Learning

Year

2019

Material Type

Textbook

Author

Nash, Gary, Julie Roy, et al.

Title

The American People: Creating a Nation and a Society

Publisher

Pearson

Year

2023

Material Type

Textbook

Author

Roark, James L., Michael P. Johnson , et al.

Title

The American Promise

Publisher

Bedford/St. Martin's.

Year

2022

Material Type

Textbook

Author

Tindall, George Brown and David E. Shi

Title

America: A Narrative History

Publisher

W.W. Norton & Company

Year

2022

Material Type

Textbook

Author

Calloway, Colin G.

Title

First Peoples: A Documentary Survey of Native American History

Publisher

Bedford/St. Martin's

Year

2024

Material Type

Textbook

Author

Brown, Leslie, Jacqueline Castledine, et al.

Title

U.S. Women's History: Untangling the Threads of Sisterhood

Publisher

Rutgers University Press

Year

2017

Material Type

Textbook

Author

DuBois, Ellen and Lynn Dumenil

Title

Through Women's Eyes, Combined Volume: An American History with Documents

Publisher

Macmillan Learning

Year

2024

Material Type

Textbook

Author

White, Deborah Gray, Mia Bay, et al

Title

Freedom on My Mind: A History of African Americans, with Documents

Publisher

Macmillan Learning

Year

2020

Material Type

Textbook

Author

Kendi, Ibram X. Christopher Dontrell Piper, et al.

Title

Stamped from the Beginning: The Definitive History of Racist Ideas in America

Publisher

Bold Type Books

Year

2017

Material Type

Textbook

Author

Choy, Catherine Ceniza, Cindy Kay, et al.

Title

Asian American Histories of the United States

Publisher

Beacon Press

Year

2023

Material Type

Textbook

Author

Ling, Huping

Title

Asian American History

Publisher

Rutgers University Press

Year

2023

Material Type

Textbook

Author

Gonzales, Manuel G.

Title

Mexicanos, Third Edition: A History of Mexicans in the United States

Publisher

Indiana University Press

Year

2019

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

The course includes the perspectives and experiences of historically marginalized groups—such as Indigenous peoples, African Americans, Latinx communities, Asian Americans, women, LGBTQ+ individuals, immigrants, and laborers. By highlighting their contributions and struggles, the course helps all students see themselves in the nation’s history, fostering a more inclusive understanding of the past.

Course Codes (Admin Only)

CB00 State ID

CCC000276921

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No