**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

# **HISTORY 108 – EARLY AMERICAN HISTORY**

1. **Course Number Course Title Semester Units**

HIST 108 Early American History 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

A historical survey tracing the political, social, and cultural events that have shaped and created the United States from pre-Columbian times to 1877. Emphasis is placed upon pre-Columbian past, European contact during Age of Exploration, colonial America, American Revolution, Constitutional and Federalist Era, Jeffersonian democracy, Jacksonian Era, Old South and slavery, Age of Reform, antebellum society, westward expansion, sectional crisis, American Civil War and Reconstruction. The course also explores the origin and development of significant American institutions, ideals, thought, constitutional features and various social and ideological struggles.

4. **Course Objectives**

The student will:

a. Outline the physical setting and major landmarks of the United States and surrounding North American regions.

1. b. Distinguish the Native American peoples living during pre-Columbian times in North America.

c. c. Examine reasons for the “Age of Discovery” in a global context**.**

d. Compare and contrast the political, social, economic and cultural characteristics of various American colonies.

1. Evaluate reasons and historical interpretations behind the American colonies’ war for independence from Britain.
2. Define the major events, people and ideals of the American Revolution.
3. Discuss the major political, social and economic challenges after achieving independence and establishing a new national government in a national and international context.
4. Describe the background, events and political ideas in creating the United States Constitution.
5. Evaluate and interpret the major issues, events and challenges for the federal government during the late 18th and early 19th centuries.
6. Examine the rights, obligations, and activisms of citizens under the U.S. Constitution.

k. Appraise the relationship between federal, state and local governments within the context of early American history.

l. Outline the origins of America’s political parties and enduring ideological/intellectual debates.

m. Sketch the industrial, manufacturing, agricultural and infrastructure growth of early America.

n. Distinguish various political/social reform and literary movements of the 19th century.

o. Examine the origins, structure, and expansion of slavery in a national and global context**.**

p. Evaluate and examine the interplay, dynamic and clash between Native Americans and westward expanding white settlers.

q. Summarize the role and contribution of women, African-Americans, and immigrants to antebellum American society.

1. Analyze the steps, processes and events in how the United States territorially expanded west the Pacific Coast.
2. Discuss and analyze the origins and events leading to the sectional crisis between North and South.
3. Interpret the origins, evolution, and processes of California state and local governments.
4. Examine the relationships between the U.S. government and California’s governments, including California’s Northern Mexican roots.
5. Describe and debate the causes, events, people and aftermath of the American Civil War.
6. Identify and discuss the events, differing visions and the political and social impact of American Reconstruction.

5. **Instructional Facilities**

Standard classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

1. Pre-ColumbianPast in North America
   1. Paleo-Indians
   2. Mayas, Aztecs, Incas
   3. Political, Social, Cultural Traits of Native American tribes
2. Age of European Exploration
   1. European trade with China
   2. Portuguese Explorers
   3. Christopher Columbus
   4. Spanish *Conquistadores*
   5. Columbian Exchange
   6. French and Dutch Exploration

c**.** English Historical Background

1) Tudor/Stuart Dynasties

2) English Reformation

3) Early English Colonization -Roanoke, Jamestown

d**.** Colonial New England

1) Puritans/Pilgrims

2) Plymouth Colony

3) Massachusetts Bay Colony

4) Figures – Roger Williams, Anne Hutchinson, John Winthrop

5) Colonial New England Society & Events

e**.** Middle and Southern Colonies

1) Maryland – George Calvert

2) New York/ New Jersey

3) Pennsylvania - Quakers

4) Origins and development of the African Slave Trade and the “Middle Passage”

5) Southern economy and society

6) Great Awakening

f**.** Pre-Revolutionary Colonial America

1) French and Indian War

2) New Parliamentary Taxes and Laws

3) Events in Boston

4) First Continental Congress

5) Franklin, Adams, Washington

g. American Revolution (1775-1783)

1) Early Battles – Lexington, Concord, Bunker Hill

2) Second Continental Congress

3) *Common Sense* – Thomas Paine

4) Loyalists vs. Patriots

5) Declaration of Independence – Thomas Jefferson

6) Battles, Commanders and international partnerships

7) Role of Women, Native Americans and African-Americans

8) Treaty of Paris

h.Constitutional Era (1783-1789)

1) Articles of Confederation

2) Economic Issues

3) James Madison/Alexander Hamilton

4) Constitutional Convention

5) Constitutional Compromises

6) Ratification Struggle – Federalists v. Anti-Federalists

7) Bill of Rights

i. Federalist Era - Presidencies of George Washington and John Adams

1) Hamilton’s Economic Program – National Bank

2) Federalists vs. Democratic Republicans

3) Washington’s Foreign Policy

4) Adam’s Foreign Policy

5) Alien and Sedition Acts

j. Jeffersonian Era/Early 19th century

1) Presidencies of Jefferson, Madison, Monroe

2) Election of 1800

3) *Marbury v. Madison* – John Marshall

4) Louisiana Purchase/Lewis and Clark

5) Jeffersonian Foreign Policy and Troubles

6) War of 1812

7) Henry Clay – American System

8) Transportation – Roads, Canals, Railway

9) Early Industrialization and Manufacturing

k. Jacksonian Era - “Age of Common Man”

1) Election of 1824 – “corrupt bargain”

2) John Quincy Adams

3) Andrew Jackson

4) Indian Removal/Trail of Tears

5) *Democracy in America* – Alexis de Tocqueville

6) Whig Party

7) Presidencies of Van Buren, Harrison, Tyler

l. 19th Century Social Reform Movements and Culture

1) Women’s Suffrage and Activism – Seneca Falls Convention

2) Temperance, Abolitionism, Education

3) Second Great Awakening

4) Utopian Communities – Shakers. Oneida Community

5) American Literature – Hawthorne, Melville, Thoreau, Emerson, Dickinson

m. “Old South” and Slavery

1) Southern Plantation Society/Slave Codes

2) Eli Whitney – “Cotton Gin”

3) Slave Communities and Culture

4) Slave Rebellions – international comparisons and Nat Turner

5) Southern Defense – “Positive Good”

6) *Amistad* Case

7) Frederick Douglass/Sojourner Truth

8) Underground Railroad – Harriet Tubman

9) Westward Slavery Expansion

n. American Westward Expansion, Territories and Settlers

1) Manifest Destiny

2) Pioneers, Trappers, Explorers

3) Texas War for Independence/Alamo

4) Presidency of James K. Polk

5) Mexican-American War

6) California Gold Rush in state, national and global contexts

o. Road to Civil War and Sectional Crisis (1850s)

1) Compromise of 1850

2) Presidencies of Taylor, Fillmore, Pierce, Buchanan

3) Uncle Tom’s Cabin – Harriet Beecher Stowe

4) Kansas-Nebraska Act – Stephen Douglas

5) Republican Party

6) *Dred Scott* Decision

7) John Brown Raid

8) Election of 1860

9) Abraham Lincoln

10) Confederate States of America

p. American Civil War (1861-1865)

1) Border States

2) Economic, Military, Political Differences between North and South

3) Major Civil War Battles – Bull Run, Antietam. Gettysburg

4) Major Civil War Generals – Grant, Lee, McClellan, Sherman, Jackson

5) Emancipation Proclamation

6) Gettysburg Address

7) African-American 54th Massachusetts Regiment

8) Contributions of Women during Civil War

9) Assassination of Lincoln

q. Reconstruction (1865-1877)

1) Presidential vs. Congressional Reconstruction

2) Presidency of Andrew Johnson

3) Radical Republicans

4) Freedmen’s Bureau

5) Impeachment of Andrew Johnson

6) Carpetbaggers/Scalawags

7) 13th, 14th and 15th Amendments

8) Compromise of 1877

8. **Method of Instruction**

# a. Lecture

# b. Discussion and interpretation of primary documents and/or historical topics

# c. Study guides or examination reviews

# d. Multi-media presentations

# e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

# f. Internet websites

# g. Guest speakers

h. Collaborative projects

i. Library resources: books, periodicals, databases, reference works, and internet resources pertaining to Early American History

9. **Methods of Evaluating Student Performance**

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. **Outside Class Assignments**

a.Prepare for an in-class essay of minimum 600 words about colonial Virginia by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare a research assignment outside of class, comparing and contrasting the role and contributions of African-American soldiers in the American Revolution and the American Civil War, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on a U.S. Constitution topic of the student’s individual choice. The paper must demonstrate how their subjects relate to larger questions or themes in Early American History.

d. Prepare for group discussions about the American abolitionist movement with each group focusing on different perspectives and experiences, such as noted leaders, belief systems and tactics/strategies, utilizing evidence from course materials and independent research.

e. Library and internet research with multiple sources, websites.

f. Take-home exams.

11. **Representative Texts**

a. Representative Text(s):

1. Kennedy, David M., et al. *The American Pageant*. Volume I, *To 1877*. 17th ed. Boston, MA: Wadsworth, 2020.
2. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*. Volume 1, *To 1877*. 9th ed. Boston, MA: Wadsworth, 2018.
3. Norton, Mary Beth., et al. *A People and a Nation: A History of the United States*. Vol. 1, *To 1877*. 11th ed. Boston, MA: Wadsworth, 2019.
4. Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. Vol. 1, *To 1877.* 9th ed. New York: McGraw Hill, 2019.
5. Faragher, John Mack et.al. *Out of Many: A History of the American People.* Vol. 1*.* 9th edition. Upper Saddle River, NJ: Pearson, 2020.
6. Henrietta, James A., et al. *America’s History.* Vol. 1, *To 1877*. 9th ed. Boston, MA: Bedford St. Martins, 2018.
7. Schaller, Michael, et al. *American Horizons: U.S History in a Global Context*. Vol. I, *To 1877*. 3rd ed. Oxford, UK: Oxford University Press, 2017.
8. *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

b. Supplementary texts and workbooks:

1. Johnson, Michael P. *Reading the American Past: Selected Historical Documents*. Vol. 1, *To 1877*. 8th ed. Boston, MA: Wadsworth, 2020.
2. Hewitt, Nancy A. and Steven F. Lawson, eds. *Exploring American Histories: A Survey with Sources*. Vol. I, *To 1877*. 3rd ed. Boston, MA: Bedford St. Martins, 2019.
3. Wheeler, William Bruce, et. al. *Discovering the American Past: A Look at the Evidence*, Vol. I, *To 1877*. 8th ed. Boston, MA: Wadsworth, 2017.
4. Sheets, Kevin B. *Sources for America’s History.* Vol. 1, *To 1877.* 9th ed. Boston, MA: Bedford St. Martins, 2018.
5. Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American slave, written by himself*. New York: Race Point Publishing, 2017.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

a. Analyze primary and secondary sources and explain how they support a thesis statement.

b. Explain relationships between the causes of historical events and their effects.

c. Describe a relevant individual involved in an historical event and explain his/her significance in this event.