

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

History C1001 – United States History to 1877

3 hours lecture, 3 units

Catalog 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.

The course explores the origin and development of significant American institutions, ideals, constitutional features and various social, cultural, and ideological struggles. Formerly HIST 108. Not open to students with credit in HIST 108.

Prerequisite

None

Course Content

Part 1:

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.

Part 2:

- 1) Introduction to basic methods of historical research and analysis
 - a. Measurements of time
 - b. Historical empathy, presentism, and bias
 - c. Primary and secondary sources
 - d. Historical thinking skills
 - e. Historical methods and theory
 - f. Introduction to historiography
 - g. Information literacy and research
- 2) Indigenous peoples, cultures, and lands
 - a. Peoples of North America (including but not limited to)

- i) Ancient Americans: Puebloans, Mississippians, Olmec
 - ii) Mexico & Caribbean: Taino, Mexica, Maya
 - iii) Northeast: Haudenosaunee (Iroquois) and Wendat (Huron)
 - iv) Southwest: Hopi, Zuni, etc. (Pueblos)
 - v) California: Kumeyaay, Pomo
 - vi) Southeast: Cherokee, Creek, Seminole
 - vii) Plains: Lakota, Apache
- b. Economy, labor, and commodities
- c. Religion, spirituality, and ideas
- d. Political structures
- e. Science, engineering, and art
- f. War and slavery
- g. Gender roles and women's rights
- 3) European Colonization & the Atlantic World to 1600
 - a. West African Societies and their role in trade networks with Europe
 - i) West Central Africa
 - ii) Queen Nzinga of Ndongo and Matamba
 - b. Portuguese trade and Atlantic Slave Trade
 - i) Middle Passage
 - ii) Slave revolts and resistance to slavery
 - c. Modern concepts of racism
 - d. European colonization, settler colonialism, and the Conquest of the Americas
 - e. The Columbian Exchange and the development of the Atlantic World
 - i) People
 - ii) Ideas
 - iii) Goods
 - iv) Plants and animals
 - v) Diseases
- 4) Colonial policies and imperial rivalries in North America and their implication for settlements
 - a. Differences and similarities in the origins and development of colonial settlements and populations in varied geographical areas
 - b. Indentured servitude, chattel slavery, and the evolution of colonial labor systems
 - i) Encomienda and Hacienda systems
 - (1) Spanish Mission system
 - (a) Strategy of attempted subjugation
 - (b) Facilitated colonization
 - (c) Regional variations
 - (i) California Missions
 - ii) Indentured servitude
 - (1) Native Americans
 - (2) European Americans
 - iii) Chattel slavery
 - c. Colonial policies and imperial rivalries in varied American colonial societies
 - d. Changes in society and culture by the 18th century
 - e. The role of women in colonial societies
 - f. Evolution and "Americanization" of European colonial societies, leading to revolution
 - g. The Seven Years War and its consequences
 - h. Global context: British North America compared to French and Spanish colonies (mission system in California)
 - i) Establishment and maturation of diverse colonial settlements and populations
- 5) The American Revolution
 - a. Roots and causes
 - b. Competing ideologies about the rights and roles of citizens; Enlightenment philosophy

- c. Revolution as a Civil War
 - d. A Revolution for Whom?
 - i) African Americans
 - ii) Native Americans
 - iii) Women
 - e. Impact of the war on American society
- 6) The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights
- a. Development of new state and national government in the Revolutionary era
 - b. Articles of Confederation
 - c. Creation, and competing ideologies, of a constitutional government
 - i) Federalists
 - ii) Anti-federalists
 - d. Analysis of federal and state governments and the process of federalism
 - e. Debates about democracy and the roles of the citizenry
 - f. Ratifying the Constitution
 - g. Constitutional support for institution of slavery
 - i) 3/5th Clause
 - ii) Fugitive Slave Clause
 - iii) Extension of international slave trade to 1808
 - h. Bill of Rights
- 7) The Early Republic including the meanings of democracy; political parties; economic and territorial expansion
- a. Putting the Constitution into practice
 - i) Whiskey Rebellion
 - ii) Alien and Sedition Acts
 - b. Origins of domestic and foreign policy
 - c. Rise of the Democratic-Republican Party and partisan politics
 - d. U.S. policy and Atlantic World revolutions: French Revolution, Haitian Revolution, Latin American revolutions
 - e. Economic and geographical expansion: Louisiana Purchase
 - f. The War of 1812 – (the U.S. and the Napoleonic Wars)
- 8) Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America
- a. Population and new states
 - b. Free vs. Slave States
 - i) Missouri Compromise
 - c. Communication, energy, and transportation
 - i) Steam power
 - ii) Telegraph
 - iii) Roads and Railroads
 - d. Northern urbanization and industrialization
 - e. Labor, education, literature, science, technology, and urban life
 - f. Immigration and immigrant labor
 - g. Gendered division of labor
 - h. Cult of Domesticity and women working outside the home
 - i. Interrelated economies of the North and South
 - i) Cotton produced in South used in Northern factories
- 9) Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms
- a. Second Great Awakening and participation in religion and politics
 - b. Reform, religion, and utopian communities as democratic movements
 - c. The role of women in reform
 - d. Temperance reform
 - e. Prison, asylum, and poor house reforms

- f. Abolition
 - i) Free Black communities in the North
 - ii) Black Churches
- g. Women's Rights
 - i) Seneca Falls Convention
 - ii) State-level changes
- 10) Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy
 - a. Manifest Destiny
 - b. Indian Removal Act and Trail of Tears
 - c. Native and Mexican societies in the West
 - d. Economic and demographic factors leading to western migration
 - e. U.S. settlements in the West
 - f. U.S. American Indian Policy and conflicts with native nations
 - g. Immigration to Texas and Texas Independence
 - h. Mexican American War, the Treaty of Guadalupe Hidalgo, and the Gadsden Purchase
 - i. Gold Rush
 - i) Immigration and California population
 - ii) Encroachment and Native Resistance
 - iii) Indentured Servitude
 - j. Mexicans in California (Californios)
 - k. California Constitution, institutions, and politics
- 11) Crisis of the 1850s and the coming of the Civil War
 - a. Slavery and the Plantation Economy
 - i) Cultural, social, and economic distinctions of the South
 - ii) Characteristics of slave life and culture
 - iii) Varieties of Slave resistance
 - b. The politics of sectionalism and states' rights
 - c. Debate over slavery
 - i) Abolition arguments
 - ii) Pro-slavery arguments
 - d. Fugitive Slave Act
 - e. Admission of California into the Union
 - i) Compromise of 1850
 - f. Expansion of slavery into the West
 - i) Kansas Nebraska Act
 - ii) Dred Scott Decision
- 12) The Civil War
 - a. Election of Lincoln
 - b. Confederate Secession
 - c. Union's and Confederacy's approaches to war
 - d. Lincoln's views of slavery
 - e. Emancipation Proclamation as a strategy of war ~~and its consequences~~
 - f. Fighting for Freedom
 - i) African Americans
 - ii) Native Americans
 - iii) Mexican Americans
 - iv) Women
 - g. Consequences and outcomes of the Civil War
 - i) Political
 - ii) Social
 - iii) Economic
- 13) Reconstruction
 - a. Differing visions of Reconstruction
 - i) Lincoln vs. Johnson

- ii) Congressional Reconstruction
 - (1) 13th Amendment
 - (2) 14th Amendment
 - (3) 15th Amendment
- iii) Use of federal troops
- b. African American aspirations and activism
 - i) Reuniting with family
 - ii) Moving out of the South
 - iii) Freedman's Bureau
 - (1) Education
 - (2) Worker's Rights
 - iv) Black politicians
- c. Efforts to maintain pre-Civil War systems
 - i) Slave Codes to Black Codes
 - ii) Chattel slavery to tenant farming
 - iii) Voter suppression, "Grandfather Clause"
 - iv) White supremacy and racialized violence
- d. 1876 presidential election, the removal of federal troops, and the end of Reconstruction
- e. Consequences of failed Reconstruction

Course Objectives

Part 1:

At the conclusion of this course, the student should be able to (Identical and Required):

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.

Part 2:

At the conclusion of this course, the student should be able to:

- 1) Identify and recall major themes, events, and figures in early American history and apply them to the present.
- 2) Recognize significant geographical areas and changes in political geography and explain how they impacted historical events.
- 3) Analyze economic change, social change, cultural and intellectual movements, and the importance of science and technology in America's development.
- 4) Evaluate significant theories of historical development in order to draw conclusions based on their analysis.
- 5) Analyze how women and various ethnic, racial, and socio-economic groups, influenced early American history.
- 6) Analyze the relationships between regions of the U.S. in the context of major events as well as America's growth in a global context.
- 7) Analyze the origins of our political system and key changes to the political system throughout the entire area that is now the United States between the colonial period and 1876.
- 8) Recognize and evaluate major constitutional issues and developments and political trends and attitudes.
- 9) Evaluate the relationships of state and local governments with the federal government in the context of major events.
- 10) Examine the rights, obligations, and activism of citizens under the U.S. Constitution.

- 11) Describe the origins, evolution, and processes of California state and local governments within the context of American history.
- 12) Analyze and interpret both primary and secondary sources as part of achieving objectives 1-11.

Method of Evaluation

Part 1:

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.

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.

Part 2:

Grades are based on demonstrated proficiency in the subject matter and related skills and are determined by multiple measurements of evaluation. Assessment frameworks may include equity-minded approaches to evaluation, such as ungrading, labor-based grading, contract-based grading, etc. The instructor routinely evaluates students' performance and provides regular, timely, and strengths-based feedback so students can improve their skills and address any concerns related to attendance and assignment outcomes. Methods of evaluation may include: journals, reflections, quizzes, discussions, exams, group work, presentations, research, projects, and hands-on learning methods of evaluation will be used to measure students' ability to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Library with adequate collections in American history

Method of Instruction

Instructors use culturally relevant and equity-minded approaches to teaching and learning to support equitable learning experiences and outcomes for students. These approaches center student identities, values, experiences, and goals; demonstrate the relevance of the subject matter to both students' lives and current events, use strengths-based approaches to teaching and learning that convey growth-minded faculty mindsets about student potential; and provide individualized support when needed. On assignments, instructors will provide comments that address students' strengths and areas for improvement, enabling students to revise their work. Methods of instruction may include:

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Individual and group projects, structured in-class exercises
- 5) Library materials and Internet exploration
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) **Reading:** course materials, response questions, journals, content on websites, and more.
- 2) **Writing:** reflections, quizzes, discussion posts, exams, group work, content for projects and presentations

- 3) **Other:** map exercises, field exercises including museum and library research, visits to historic sites, group work, projects, presentations, and more.

Representative Texts, Manuals, OER, and Other Support Materials:

Part 1:

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

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.
- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.
- Roark, James L., Michael P. Johnson, et al. 2022. *The American Promise*. Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History*. W.W. Norton & Company.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.
- DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.
- White, Deborah Gray, Mia Bay, et al. 2020. *Freedom on My Mind: A History of African Americans, with Documents*. Macmillan Learning.
- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.
- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States*. Beacon Press.
- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.
- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

Part 2:

1) Required (representative examples):

- a. Locke, Joseph and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2022-2023. <https://www.americanyawp.com/>
- b. Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context, Volume I: To 1877*. 5th Edition. Oxford University Press, 2025.
- c. Foner, Eric. *Give Me Liberty!: An American History, Volume 1*. 8th Edition. W.W. Norton, 2025.
- d. Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. 10th edition. McGraw-Hill Education, 2025.

2) Supplemental:

- a. Primary Source Readers

1. Locke, Joseph and Ben Wright. *The American Yawp Reader: A Documentary Companion to the American Yawp*. Stanford University Press, 2022-2023.
<https://www.americanyawp.com/reader/>
2. Schaller, Michael, et al. *Reading American Horizons: U.S. History in a Global Context, Volume I: To 1877*. 5th Edition. Oxford University Press, 2024.
- b. Primary Source Books
 1. Alcott, Louisa May. *Little Women*.
 2. Bradstreet, Anne. *Poems*.
 3. Chesnut, Mary Boykin. *A Diary from Dixie*.
 4. De Tocqueville, Alexis. *Democracy in America*.
 5. Franklin, Benjamin. *Autobiography*.
 6. Lewis and Clark, *Journals*.
 7. Jacobs, Harriet A. *Incidents in the Life of a Slave Girl*.
 8. Sherman, William T. *Memoirs*.
 9. Thoreau, Henry David. *Walden*.
 10. Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.