

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 108 – EARLY AMERICAN HISTORY

3 hours lecture, 3 units

Catalog Description

Survey of the early political, social and cultural development of the entire geographic area that is now the United States, with an emphasis on the origins of basic American institutions and ideals.

Prerequisite

None

Course Content

- 1) Meeting of Cultures
 - a. Pre-Contact America
 - b. West African Societies and their role in trade networks with Europe
 - c. European colonization and the Conquest of the Americas
 - d. The Columbian exchange and the development of the Atlantic World
- 2) Colonial Societies in British America
 - a. Differences and similarities in the origins and development of colonial settlements and populations in varied geographical areas
 - b. Development of slavery in colonial America
 - 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)
- 3) The American Revolution
 - a. Roots and causes
 - b. Competing ideologies about the rights and roles of citizens; Enlightenment philosophy
 - c. Conduct of the War for Independence
 - d. Roles and goals of African Americans, Native Americans, and women
 - e. Impact of the war on American society
 - f. Development of new state and national government in the Revolutionary era
 - g. Articles of Confederation
- 4) Formation of the United States Constitution
 - a. Creation, and competing ideologies, of a constitutional government
 - b. Analysis of federal and state governments and the process of federalism
 - c. Debates about democracy and the roles of the citizenry
 - d. Ratifying the Constitution
- 5) The New Republic and Emergence of Parties in the Early National Period
 - a. Washington, the Federalists and the traditions of government
 - 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)
- 6) Market Revolution, Reform, and Citizen Activism in the Antebellum Era, 1824-1845
 - a. The role of women in reform
 - b. Slavery and growth of abolitionism
 - c. Reform, religion, and utopian communities as democratic movements
 - d. Northern urbanization and industrialization
 - e. Labor, education, literature, science, technology, and urban life
- 7) Jacksonian Politics and the Second National Political System
 - a. Egalitarian impulse, white male franchise, and mass participation in religion and politics
 - b. Rise of the Democratic Party
 - c. Native American policy: Indian Removal Act and Trail of Tears
 - d. Power of the presidency under Jackson and nullification/state's rights
 - e. Rise of the Whig Party
 - f. Debate over slavery
- 8) Slavery and the Plantation Economy
 - a. Cultural, social, and economic distinctions of the South
 - b. Characteristics of slave life and culture
 - c. Varieties of Slave resistance
- 9) The West, 1815-1850
 - a. Native and Mexican societies in the West
 - b. California societies and political institutions under Spain and Mexico
 - c. Economic and demographic factors leading to western migration
 - d. Polk and the philosophy of Manifest Destiny
 - e. U.S. settlements in the West
 - f. U.S. American Indian Policy and conflicts with native nations
 - g. War with Mexico, annexation and territory, acquisition of Texas, and the Treaty of Guadalupe Hidalgo
 - h. California society, California Constitution, institutions, politics, and the Gold Rush
- 10) The American Civil War
 - a. Causes: The politics of sectionalism, states rights, the proslavery arguments, and expansion of slavery into the West
 - b. Admission of California into the Union and the political crises of the 1850s
 - c. Role of African Americans, Native Americans, and women in the Civil War
 - d. Strategies and battles, the changing nature of warfare
 - e. The role of Lincoln as War President
 - f. Emancipation and its consequences
 - g. California politics in the age of Civil War
- 11) Reconstruction
 - a. Lincoln, Johnson's plan, and Congressional Reconstruction
 - b. Difficulties in rebuilding: political, constitutional, social, and economic crises in the aftermath of the war
 - c. African American needs, aspirations, and activism
 - d. Counter-reconstruction and white supremacy
 - e. 1876 presidential election, compromise, and the end of Reconstruction
 - f. Consequences of the promises and failures of Reconstruction

Course Objectives

Students will 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

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and/or exams that measure students' ability to:
 - a. identify, recall and evaluate major themes, events, figures and interpretations in early American history.
 - b. identify significant geographical areas and changes in political geography and relationships between geographical regions.
 - c. recognize, describe and explain the role of women, African-Americans, and native-Americans in early American history.
 - d. identify, recall and evaluate the origins, development and debates about the U.S. political system.
 - e. explain and draw conclusions about the origins, evolution and development of the California state and local government.
- 2) In-class group activities and writing assignments that measure students' ability to analyze, discuss, and draw conclusions about major issues, themes, and interpretations in early American history and relate their significance to the present.
- 3) Research papers and/or written homework that measure students' ability to recognize, describe, and explain cultural, economic, social, and political changes in early American history.

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

- 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 assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. Locke, Joseph and Ben Wright. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2020-2021. <https://www.americanyawp.com/>
 - b. Schaller, Michael, et al. *American Horizons: U.S. History in a Global Context, Volume I: To 1877*. 4th Edition. Oxford University Press, 2020.
 - c. Foner, Eric. *Give Me Liberty!: An American History, Volume 1*. 6th Edition. W.W. Norton, 2020.
 - d. Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. 9th edition. McGraw-Hill Education, 2018.
 - e. Berkin, Carol, et. al. *Making America: A History of the United States, Volume I: To 1877*. 7th Edition. Wadsworth Publishing, 2015.
 - f. Kennedy, David and Lizabeth Cohen. *The American Pageant, Volume I*. 17th Edition. Wadsworth Publishing, 2018.
- 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, 2020-2021. <https://www.americanyawp.com/reader/>
 2. Schaller, Michael, et al. *Reading American Horizons: U.S. History in a Global Context, Volume I: To 1877*. 3rd Edition. Oxford University Press, 2017.
 - 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.