

# HIST-120: UNITED STATES HISTORY 1

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## Effective Term

Fall 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

120

### Department

History (HIST)

### Division

Social Sciences (SOCS)

### Full Course Title

United States History 1

### Short Title

United States History 1

### CB03 TOP Code

2205.00 - History

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

E - Non-Occupational

### Rationale

Updating textbooks

## SECTION B - Course Description

### Catalog Course Description

Survey of the political, economic, intellectual, social and cultural history of the United States from the colonial era to 1877.

## 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.	Implement the historical method for purposes of inquiry.
2.	Apply basic research methodology.
3.	Use maps, charts and graphs effectively.
4.	Demonstrate the ability to analyze and write effectively about the historical process.
5.	Evaluate and interpret history through the examination of primary and secondary source material.
6.	Demonstrate an understanding of U.S. History through current analytical categories of race, class, gender and ethnicity.
7.	Demonstrate an understanding of America's social, economic, and geographic growth in a global context.
8.	Explain major economic, technological, scientific, cultural and social developments and their historical significance.
9.	Analyze major political issues, institutions and events of 18th and 19th century American history, including the development of American Federalism and the role of the U.S. Constitution, the development of political parties, representative democratic government and reform movements, and explain their historical significance.

**Course Content**

1. Pre-Columbian America
2. Europe and Africa
3. Exploration and Conquest
4. Early Settlement
5. Developing Colonies
6. Mercantilism and Imperial Rivalries
7. Revolution and Independence
8. Formation of the U.S. Government
  - a. Articles of Confederation
  - b. Federal Constitution and Bill of Rights
  - c. Federalists and Republicans
9. Growth of the Early Republic
  - a. Jefferson
  - b. Louisiana Purchase
  - c. War of 1812
10. Nationalism, Sectionalism and Economic Development
  - a. Transportation and Internal Development
  - b. Agrarian empire vs Industrial development
  - c. Monroe Doctrine
  - d. Missouri Compromise
11. Jacksonian Era
  - a. Expanding Democracy
  - b. Political Parties
  - c. Native Americans
12. Reform Movements
  - a. Woman Suffrage
  - b. Antislavery
  - c. Moral Reform
13. Westward Expansion: 1840's
  - a. Immigration
  - b. Manifest Destiny
  - c. Mexican-American War
14. Impending Crisis
  - a. Compromise of 1850
  - b. Regional interests and conflict
    - i. The South and Slavery
    - ii. The North and Industry
  - c. Kansas-Nebraska
  - d. Election of 1860
15. Civil War
16. 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.

**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	Multiple choice, short answer, and/or essay. Final Exam - Exam including multiple choice, short answer and/or essay questions covering topics such as Jacksonian democracy, antebellum economic development, westward expansion, reform movements, slavery and abolition, the U.S.-Mexican war and the Civil War. Mid Term - Exam including multiple choice, short answer and/or essay questions covering topics such as European colonization, the development of the British colonies, the American Revolution and the economy and society of the early American Republic.
Quizzes	Multiple choice and/or short answer.
Projects	Research Projects.
Oral Presentations	Class presentations of historical research projects.
Other	In addition to out-of-class writing assignments, methods of evaluation for this course will include an essay component on at least one exam.

**Assignments****Reading Assignments**

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**

Brinkley

**Title**

The Unfinished Nation Vol. 1

**Edition/Version**

10th

**Publisher**

McGraw Hill

**Year**

2021

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**Material Type**

Textbook

**Author**

Norton

**Title**

A People and a Nation Vol. 1

**Edition/Version**

11th

**Publisher**

Wadsworth/Cengage

**Year**

2022

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**Material Type**

Textbook

**Author**

Roark

**Title**

The American Promise, Vol. 1

**Edition/Version**

8th

**Publisher**

Bedford/St. Martin's

**Year**

2020

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**Proposed General Education/Transfer Agreement**

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

**Course Codes (Admin Only)**

ASSIST Update

No

**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