HIST 275  THE UNITED STATES TO 1900  (4 )
This course is specially designed for students in the Teaching and Learning Option of the of Liberal Studies Program. This course examines the history of the United States from the colonial origins to the emergence of a modern industrial system. Emphasis is given to the major social, political, and cultural events during the period from the early 1600s to 1900, such as the encounters between Native Americans and European explorers, the growth of English colonies, the American Revolution, the transformation of American society after Independence, slavery, abolition, the Civil War, and the development of mass immigration and industrialization.

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This course is specially designed to address directly the new History Content Specifications adopted in 2002 by the California Commission on Teacher Credentialing. It meets the American history portion of those Content Specifications for our students in the Teaching and Learning Option of the of Liberal Studies Program.

The learning objectives:
Students who successfully complete this course will be able to

--describe major stages of the American history from colonization to industrialization.
--write explanations of the causes and consequences of major social and political conflicts during that period.
--develop and improve reading, writing, and other communication skills in dealing with historical issues and documentation.
--fulfill the requirement for American history in the Teaching and Learning Option of the Liberal Studies Program.

4. Is this a General Education Course  YES  NO

If Yes, indicate GE category:

<table>
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<th>GE Category</th>
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<tr>
<td>A (English Language, Communication, Critical Thinking)</td>
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<tr>
<td>B (Mathematics &amp; Sciences)</td>
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<tr>
<td>C (Fine Arts, Literature, Languages &amp; Cultures)</td>
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<td>D (Social Perspectives)</td>
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<td>E (Human Psychological and Physiological Perspectives)</td>
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5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]
1: The colonial background of American society
   Encounters between Native Americans and European explorers

2: Missed opportunities of a biracial society?
   The English exploration and colonization in North America

3: Early thirteen colonies and the mother country
   From allies to rebels: The Seven Years’ War and thereafter

4: The experience of the American Revolution
   The Critical Period. Shay’s rebellion and the quest for a new form of government

5: The Constitutional Convention of 1787
   From the Articles of Confederation to of the new Constitution. The Bill of Rights.

6: Washington’s administration and the early federal government
   How radical was the American Revolution?

7: The transformation of American society
   Content, contest, and discontent: early national, religious, and social movements

8: Women, slaves, and the law of the early Republic
   Progress, reform, and abolition

9: Manifest Destiny: the expansionist impulse
   The Mexican-American War and the new West

10: Secession and the Civil War
    Lincoln’s dilemma or America’s

11: Reconstruction: reshaping of the South and national politics
    Life, family, opportunity, and reality for ex-slaves

12: New mass immigration and nativism
    The development of ethnic America

13: Industrialization and modernization
    A new revolution of business, culture, and society

14: Corporate America and progressive reforms
    Darwin and Social Darwinism in the US

15: We, the people, American at 1900: a social portrait
    Women, African Americans, and ethnic minorities

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]

   David Shi and Holly Myer, eds., For the Record: A Documentary History of America (W. W. Norton, 1999), vol. I.
   Eric Foner, Reconstruction (Harper Perennial, 2002).
   John Hope Franklin, From Slavery to Freedom (Knopf, 2000).

7. List Faculty Qualified to Teach This Course.

   History staff.

NEWCRSFR 9/30/02
8. Frequency.
   a. Projected semesters to be offered: Fall __X__ Spring __X__ Summer _____

9. New Resources Required. NONE
   a. Computer (data processing), audio visual, broadcasting needs, other equipment
   b. Library needs
   c. Facility/space needs

10. Consultation.
    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

    Frank Barajas and Rainer Buschmann
    History/Nian-Sheng Huang 12-6-02

    Proposer of Course Date