

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**NEW COURSE PROPOSAL**

PROGRAM AREA                      **HISTORY**

**1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

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.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	___4.0___	___1___	___30___
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

**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:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**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.  
 Gary Nash et al., *The American People* (3rd ed.; Longman, 2000).  
 Howard Zinn, *A People's History of the United States* (The New Press, 1997).  
 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.

**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

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Proposer of Course

Date