

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-063-156

HST 2201-United States History to 1877 (GE D1)

General Education Committee

Date: 2/4/2016

**Executive Committee
Received and Forwarded**

Date: 5/17/16

Academic Senate

**Date: 5/25/16
First Reading
06/01/2016
Second Reading**

BACKGROUND:

The History Department introduced a new semester course for GE Area D1.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area D1

RECOMMENDATION:

The GE Committee recommends approval of GE-063-156 (HST 2201-United States History to 1877 for GE Area D1).





HST - 2201 - United States History to 1877

C. Course - New General Education* Updated

General Catalog Information

○ ****READ BEFORE YOU BEGIN****

○

1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.
2. Turn the help text on by clicking on the following icon .
3. All fields with an asterisk (*) are required fields. If left blank, the request will not be launched and cannot be acted upon.
4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.
5. Attach additional documentation by clicking .

○ Department*

History

○ Semester Subject Area*

HST

Semester Catalog Number*

2201

○ Quarter Subject Area

HST

Quarter Catalog Number

201

○ Course Title*

United States History to 1877

○ Units*

(3)

○ C/S Classification*

C-02 (Lecture Discussion)

- To view C/S Classification Long Description click: http://www.epp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

○ Component*

Lecture

○ Instruction Mode*

Asynchronous Local

Face-to-Face

Fully Asynchronous

Fully Synchronous

Hybrid w/Asynchronous Component

Hybrid w/Synchronous Component

Synchronous Local

Web-Assisted

○ Grading Basis*

Graded Only

○ Repeat Basis*

May be taken multiple times

- **If it may be taken multiple times, limit on number of enrollments**

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- **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**
- **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**
- **Choose appropriate type(s) of course(s)***

- Major Course
- Service Course
- GE Course
- None of the above

- **General Education Area / Subarea***

D1

- **To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.**

- **I. Catalog Description**

- **Catalog Description**

History of the United States from earliest settlements to the end of Reconstruction (1877), with emphasis on the political, social, cultural, and economic trends and episodes which molded and characterized the early American nation.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

None.

- **Corequisite(s)**
- **Pre or Corequisite(s)**
- **Concurrent**

- **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.***

Students should gain familiarity with a range of historical individuals, movements, and events in early American history. They should develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts. Further, they will develop their critical analysis skills as well. They will analyze primary source materials and learn to evaluate them within their context, for audience and argumentation, and to critically evaluate their larger significance. They will learn to argue historically and critically in discussions, debates, and written work.

- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

Outcome 1: Knowledge

- Gain familiarity with a range of historical individuals, movements, and events in early American history.

- Recognize how different individuals, groups, organizations, societies, cultures, countries, and nations have interacted in the past and how those interactions have affected history.
- Develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts.

Outcome 2: Analysis

- Learn to evaluate and draw information from the narratives of past events that participants and observers produced.
- Analyze primary source materials and learn to evaluate them within their context, for audience and argumentation, and to critically evaluate their larger significance.

Outcome 3: Representation

- Argue historically and critically in discussions, debates, and written work.
- Practice the methods of historical research, including the development of a research topic, and the presentation of research findings to a wider audience.

Outcome 4: Pre-Credential Training

- Develop content knowledge in the areas identified by the Board of Education of the State of California as essential for secondary school teachers.
- Gain exposure to distinct, varied, and effective teaching methods.

- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

The course fits the Area D1 and is one of the courses satisfying the EO 1061 American Institutions and Ideals requirement. EO 1061 includes the following requirements:

1. *Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.*
2. *The role of major ethnic and social groups in such events and the contexts in which the events have occurred.*
3. *The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.*

Students will learn, through primary and secondary source readings, significant events covering more than 100 years, going as far back as pre-Columbian times to 1877. Students will learn about relationships among regions, cultures, and peoples of the area now included in the United States and they will learn about relations between the United States and other countries and regions. They will learn about the roles of major ethnic and social groups, and the changing context in which events have occurred. Students will learn elements of continuity and change in the areas of politics, economics, and social movements.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.***

Ia. Write effectively for various audiences.

Students will be required to write essays about various issues related to American history, from the colonial era to 1877.

Ib. Speak effectively to various audiences.

Students will participate in class discussions and debates.

Ic. Find, evaluate, use, and share information effectively and ethically.

Students will analyze the social, economic, political, and historical factors using the assigned readings as well as materials found through online web searches and databases. They will be required to cite the sources and the information they selected.

Iib. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

In addition to considering key historical texts, students will analyze maps, artistic images, and photographs. Sources may also include songs and film clips. The class considers familiar and iconic works through the lens of history and historical significance.

Iic. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

Students will be introduced to how history itself is produced through the study of key cultural, economic, historical, political, and social changes from the colonial era through Reconstruction.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

American history is multicultural at its roots. Thus, in teaching American history from the colonial era through Reconstruction, the class must necessarily consider the diverse populations that came together to produce American history.

○ **General Education Outcomes***

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

Iib. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Iic. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

○ To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

○ **IV. Instructional Materials**

○ **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**

○ **Instructional Materials***

Foner, Eric. *Give Me Liberty! An American History* 4th ed. New York: W.W. Norton & Co., 2013. _____. *Voices of Freedom* 4th. ed. New York: W.W. Norton & Co., 2013. Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. New York: W.W. Norton & Co., 2000.

Assorted additional primary and secondary sources.

- **Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>**
- **V. Minimum Student Material**
- **List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**
- **Minimum Student Material***

Paper, pen, computer, textbook, and supplementary readings.

- **VI. Minimum College Facilities**
- **List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.**
- **Minimum College Facilities***

Standard classroom, chalkboard, library.

- **VII. Course Outline**
- **Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.**
- **Course Outline***

1. Colonial America

- a. North America before the Europeans
- b. Colonization
 - i. Spanish: from Reconquista to the Americas
 - 1. Columbus
 - 2. Cortes
 - ii. English: from piracy to plantations
 - 1. Hakluyt
 - 2. The Powhatan & the Virginia Company
 - 3. New England: religious freedom & liberty of conscience
- c. New World Servitude & Slavery
 - i. Slavery, new world and old
 - ii. John Punch
 - iii. Bacon's Rebellion
 - iv. Olaudah Equiano
- d. Colonial Politics & John Locke

- e. Atlantic Awakenings
 - i. Consumer Revolution
 - ii. Great Awakening
 - f. Imperial Wars & Middle Grounds
 - g. American Revolution
 - i. Causes
 - ii. War & Governance
 - iii. Revolution within
2. Founding a Nation, 1783-1815
- a. Articles of Confederation & Its Discontents
 - b. Constitutional Convention
 - c. Debates over ratification
 - d. Federalist administration and parties in an age of antipartisanship
 - e. Jeffersonian Republicans in power
 - i. Embargo & the War of 1812
3. Expanding the Nation, 1815-1860
- a. Market Revolution
 - i. Transportation Revolution: canals, steamboats, and railroads.
 - 1. Market integration
 - 2. Commercialization of agriculture
 - 3. Urbanization
 - ii. Early industrialization & the reorganization of labor
 - b. Jacksonian Democracy
 - i. Democratization of politics
 - ii. Second party system
 - iii. Persistence of revolution in Indian country
 - 1. War of 1812 as Indian War
 - 2. War, trade, assimilation, removal, and other Indian policies
 - c. Cotton Revolution
 - i. Invention of the cotton gin & cotton's expansion
 - ii. Multiple souths
 - iii. Plantation slavery & resistance

- iv. African American culture
- d. Revivalism & Reform Movements
 - i. Second Great Awakening and the democratization of Christianity
 - ii. Age of Reform
 - 1. Antislavery & Abolitionism
 - 2. Women's Rights
- e. Westward Expansion
 - i. Conflicts over slavery
 - ii. Oregon territory
 - iii. Texas Revolution
 - iv. Mexican American War
 - v. California Gold Rush
- 4. Secession and the Politics of the Civil War, 1850-1865
 - a. Impending Crisis
 - i. Compromise of 1850
 - ii. Breakdown of the Compromise: popular sovereignty, fugitive slave crisis, John Brown
 - iii. Lincoln's election and secession
 - b. Civil War
 - 1. Expectations of the War
 - 2. Modern War
 - 3. Emancipation Proclamation and the changing meanings of slavery
 - 4. Total War and the Election of 1864
 - 5. Appomattox
- 5. Reconstruction and the New South, 1865-1877
 - a. Wartime experiments in Reconstruction
 - b. Reconstruction under Abraham Lincoln
 - 1. Lincoln's plan
 - 2. Wade-Davis
 - c. Reconstruction under Andrew Johnson
 - 1. Johnson's policy
 - 2. 'Black Codes'
 - 3. The Civil Rights bill of 1866 and the Freedman's Bureau

- d. Congressional Reconstruction
 - 1. 14th Amendment
- e. 'Redemption' and the New South
- f. End of Reconstruction

○ **VIII. Instructional Methods**

- **Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**
- **Instructional Methods***

Lecture, discussion, group work, small assignments, exams, and work with primary sources.

○ **IX. Evaluation of Outcomes**

- **Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.***

Several assessment techniques will be used to measure student outcomes. Quizzes, a midterm and final exam, participation in group work and class discussions, and short papers will demonstrate basic knowledge, ability to evaluate and synthesize factual information, writing skills, and ability to engage in critical analysis of primary sources.

- **Describe the meaningful writing assignments to be included.***

Meaningful writing assignments may vary from class to class, but will ask students to argue critically and historically, using cited evidence to substantiate their arguments.

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.***

Matrix showing the alignment of evaluation methods with program objectives:

Method of evaluation	Knowledge	Analysis	Representation	Pre-Credential Training
Exams	X			X
Essays	X	X	X	X
Participation	X	X	X	X

- **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.***

Ia. Write effectively for various audiences.

Students will be required to write short essays about various issues related to American history, from the colonial era to 1877.

Ib. Speak effectively to various audiences.

Students will participate in class discussions and debates.

Ic. Find, evaluate, use, and share information effectively and ethically.

Students will analyze the social, economic, political, and historical factors using the assigned readings as well as materials found through online web searches and databases. They will be required to cite the sources and the information they selected.

Iib. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

In class discussions and in papers, students will be required to analyze key historical texts, artistic, photographic, and popular images, as well as familiar and iconic works through the lens of history and historical significance.

Iic. Analyze concepts, research methods, and theories pertaining to the study of culture, economics, history, politics, or society.

Class discussions, debates, and papers will analyze how history itself is produced through the study of key cultural, economic, historical, political, and social changes from the colonial era through Reconstruction.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Class discussions and papers will address the diversity of populations that came together to produce American history. By participating in discussions and completing assigned written work, students should gain an appreciation for the complexities and contingencies that produced this past, including the diversity of peoples, the myriad cultural, political, social, religious, and economic traditions, and the range of contests and coercions as well as collaborations. Students should develop an appreciation of themselves and of others through the study of the past in local, regional, national and global contexts.

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**