HIST 17B: HISTORY OF THE UNITED STATES FROM 1812 TO 1914

Foothill College Course Outline of Record

| Heading                  | Value                                                                 |
|--------------------------|                                                                      |
| Effective Term:          | Summer 2023                                                          |
| Units:                   | 4                                                                    |
| Hours:                   | 4 lecture per week (48 total per quarter)                            |
| Advisory:                | Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249. |

| Degree & Credit Status:  | Degree-Applicable Credit Course                                      |
|--------------------------|                                                                      |
| Foothill GE:             | Area IV: Social & Behavioral Sciences                                |
| Transferable:            | CSU/UC                                                               |
| Grade Type:              | Letter Grade (Request for Pass/No Pass)                              |
| Repeatability:           | Not Repeatable                                                       |

Student Learning Outcomes

- Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in 19th century United States history.
- Develop a historical analysis and support it using details and examples. GE: Developing a detailed historical analysis demonstrates analytical writing skills including evaluation, synthesis, and research.
- Relate important historical events and patterns to current events and identify significant similarities and differences. GE: Ability to relate historical patterns to current events and issues demonstrates both critical assessment ability and awareness of current social issues related to economics, politics and culture.

Description

History of the United States from 1812 to 1914. Survey of the political, economic, cultural, and social development of the United States with emphasis on its contentious expansion into the North American west, its evolution as an economic world power, and the conflict over the application of the ideals of freedom and equality across race, class, and gender lines.

Course Objectives

The student will be able to:

a. Demonstrate a broad factual knowledge of important social, economic, cultural, political, and intellectual movements in 19th century American history
b. Analyze issues which have a direct bearing and influence on American life today
c. Explain the principal historical debates and problems within the field of American historiography concerning the sources and verification of historical evidence
d. Recognize the impact of different ethnic groups and other minorities on the evolution of American values and society in the 19th century
e. Utilize the skills of historiographical analysis and interpretative exposition to explain and evaluate important developments in American history
f. Use primary and secondary sources effectively to articulate sound historical analysis

Course Content

a. How do we know what we know—primary and secondary sources and their importance and use
b. Analysis of the development of the United States as a new nation
   i. The causes and impact of the War of 1812
   ii. Economic growth and expansion
   iii. Market revolution
c. Changes under Andrew Jackson
   i. Expansion of democracy among white men
   ii. Consideration of contemporary arguments over presidential abuse of power
   iii. Expansion into the South and Indian removal
d. Southern society
   i. Development of African American community
   ii. The slave system and analysis of impact on white and black society
   iii. Impact of slavery on economic and technological development in the South
e. Western expansion
   i. U.S. and European interests in the far west
   ii. Analysis of contemporary justifications for the Mexican War
   iii. Race, class, and gender aspects of gold rush society
   iv. Sectionalism and westward expansion
   v. American development of California
f. Secession and Civil War
   i. Moral and political significance of abolitionism
   ii. Sectional differences
   iii. Political shifts—rise of Republican Party
   iv. The course and impact of the Civil War
   v. The end of slavery
g. Southern Reconstruction
   i. Radical Republicans and the plans for free Africans
   ii. Amending the Constitution and impeachment
   iii. Southern resistance and the end of Reconstruction
   iv. Analysis of the early African American civil rights movement
h. American expansion into the west
   i. Assessment of the impact of the railroads
   ii. Shifting Native American policy and resistance
   iii. Federal land acts and settlement
   iv. Industry in the west
   i. The rise of business and labor
   i. Capitalism and big business
   ii. Evaluating the role of government
iii. Labor unionism  
iv. Radical movements  

j. Urban growth and agrarian revolt  
i. Immigration and the new ethnic minorities  
ii. Rise of big cities  
iii. Farmers and Populism  
iv. Women's rights movement  

k. American imperialism  
i. Assessing reasons for and arguments against imperialism  
ii. Spanish American War in Cuba and the Philippines  
iii. American interests in Central America  
iv. Expansion into the Pacific and interests in China  

l. The Progressive movement  
i. Social workers and muckrakers  
ii. Women's Movement  
iii. Regulation of business and industry  
iv. Democratic reform of government  
v. Progressive social reform  

Lab Content  
Not applicable.  

Special Facilities and/or Equipment  
1. When taught on campus, no special facilities or equipment needed.  
2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.  

Method(s) of Evaluation  
Methods of Evaluation may include but are not limited to the following:  

Midterm exams featuring written essays  
Final examination featuring written essays  
Research paper based on analysis of primary and secondary historical sources  
Class discussion and participation  
Short in-class written assignments and quizzes  

Method(s) of Instruction  
Methods of Instruction may include but are not limited to the following:  

Lecture  
Discussion  
Electronic discussions  
Multimedia presentations  

Representative Text(s) and Other Materials  

Additional wide-ranging use of web-based primary sources.  

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments  
a. Midterm exams consisting of objective questions requiring understanding and assessment of important people, events, and concepts, and written essays asking for explanation and analysis of major themes and periods  
b. One two-hour long final examination with written and objective questions in the style noted above  
c. Research paper requiring development of a thesis, collection and analysis of primary and/or secondary sources, and organization and presentation of a quality written product  
d. Class discussion and participation focusing on understanding content, analyzing point of view and competency of sources, and identifying important thematic connections to present day topics and events  
e. Written questions and assignments requiring evaluation of particular documents, ideas, or incidents from the period  

HISTORY PROGRAM LEARNING OBJECTIVE: Students will be able to critically analyze a variety of primary and secondary sources and draw valid historical interpretations from them.  

Discipline(s)  
History