

Glendale College

Course Outline of Record Report

Course ID 010777
Created - May 2025

HIST117H : Honors United States History, 1550-1877

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis
Course Code (CB01) :	HIST117H
Course Title (CB02) :	Honors United States History, 1550-1877
Department:	HIST
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2205.00) History
CIP Code:	(54.0101) History, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000654127
Curriculum Committee Approval Date:	05/28/2025
Board of Trustees Approval Date:	07/08/2025
Last Cyclical Review Date:	05/28/2025
Course Description and Course Note:	<p>HIST 117H is a survey of the political, cultural, social, and economic development of the United States from the pre-Colonial period through Reconstruction. Students consider how race, class, and gender have impacted the American experience in early United States history by examining topics such as colonization, slavery, the American Revolution, Native Americans, reform movements, industrialization, the Civil War, and Reconstruction. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentations of research, experiential learning, metacognitive reflection, and service learning.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> History
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Area 4: Social and Behavioral Sciences

Social and Behavioral Sciences

Pending

No value

GCC General Education Requirements

Area 3:

Arts and Humanities

Pending

No value

No Comparable Course defined.

Area 4:

Social and Behavioral Sciences

Pending

No value

C-ID

HIST

Area

History

Status

Pending

Approval Date

No value

Comparable Course

HIST 130 - United States History to 1877

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description

HIST 117

No Value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Field Activities (Trips)

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

- Analyze and critically respond to primary sources from the 17th, 18th, and 19th centuries (e.g., identify the thoughts and ideas of John Locke in the Declaration of Independence)
- Group projects (e.g., poster focusing on the meaning of Manifest Destiny to different groups in American society).
- Write an essay using primary and secondary sources (e.g., analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance during the Colonial era)
- Research paper: Write a 10-12 page research paper with historiography using primary and secondary sources (e.g., a critical analysis of the causes of the U.S. Civil War and the historical agency demonstrated by enslaved people to fight for their freedom) (Honors Enhancement)

Methods of Evaluation

Rationale

Writing Assignment

Write an essay using primary and secondary sources (e.g., analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance during the Revolutionary and Early Republic eras)

Exam/Quiz/Test

Three to five one-hour in-class examinations requiring demonstration of course exit standards

Exam/Quiz/Test

Final examination requiring demonstration of course exit standards

Activity (answering journal prompt, group activity)	Written journal prompts (e.g., analysis of primary and secondary sources focusing on the development of the abolition movement during the nineteenth century)
Writing Assignment	(Honors Enhancement) Write a 10-12 page research paper with historiography using primary and secondary sources (e.g., a critical analysis of the causes of the U.S. Civil War and the historical agency demonstrated by enslaved people to fight for their freedom)

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Corbett, P. Scott et al	U.S. History	OpenStax, Rice University	2019	978-1-947172-08-1
Olaudah Equiano	The Interesting Narrative of the Life of Olaudah Equiano: or Gustavus Vasa, the African	Independently Published	2020	979-8665351674
Thomas Paine	Common Sense: The Origin and Design of Government	Independently Published	2021	979-8478984625
Phillis Wheatley	Poems of Various Subjects, Religious and Moral	Independently Published	2020	979-8664047349
Harriet Beecher Stowe	Uncle Tom's Cabin	Independently Published	2020	979-8665842691
Sojourner Truth	The Narrative of Sojourner Truth	SeaWolf Press	2023	979-8886001303
Anne Brontë	The Tenant of Wildfell Hall	Flame Tree Collectable Classics	2022	978-1839649677
Alexander Hamilton, James Madison, and John Jay	The Federalist Papers	Racehorse	2019	978-1631585272

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes

Course Objectives

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

Identify and describe the impact of early nineteenth century European immigration on American culture, society, politics, and the economy.

Discuss the following issues in regards to the expansion of slavery in the nineteenth century: the evolving experiences and culture of enslaved peoples, the northern reaction to slavery, and the impact of slavery on southern economic and social systems.

Evaluate the evolution of the institutions of family, school, workplace, and community from the Colonial era through Reconstruction.

Compare and contrast the cultural traditions, legal rights, values, and lifestyles of Europeans, Africans, and Native Americans in the early colonial period.

Assess the American colonial experience under English domination through the political, social, economic, and cultural forces that shaped its development.

Identify the competing political philosophies in the early national period and explain how they impacted the creation of the Constitution and the expansion of democracy.

Demonstrate an understanding of America's growth in a global context.

SLOs

Evaluate and differentiate the impact of race, ethnicity, gender, and class on American society.

Expected Outcome Performance: 70.0

Critique various political, economic and social forces that have been key to the nation's development and its influence on global affairs.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Introduction (4 hours)

- Defining history
- Historical thinking skills
- Primary and secondary sources
 - Written
 - Visual
 - Oral
 - Material Culture
- Using historical thinking skills to analyze and appreciate primary sources from early United States history
 - Sources of philosophical, historical, literary, aesthetic, and cultural importance
 - Inferring historical context
 - Developing historical empathy
 - Observing the lived experiences of historical people

Colonizing the Continent (4 hours)

- Native American societies and cultures before contact
- Reasons for exploration and discovery"
- European background of the North American colonists
- Impact of European colonization upon Native Americans

Colonial Era, 1600-1750 (3 hours)

- Comparing and contrasting different colonies
- Relationship between Great Britain and the colonies
- Relationship of colonists to Native Americans and enslaved
- Africans Development of cultures and self-government
- New England and the Puritan experiment
- Arrival of first enslaved Africans
- Salem Witchcraft Trials

The American Revolution, 1750-1780 (4 hours)

- Defining the Revolution
- The Great Awakening
- Resistance, Stono Rebellion and the influence of slavery
- Causes
 - Long term
 - Short term
 - Immediate events
- The war itself
 - Advantages and disadvantages of the British and colonists
 - Participation of blacks and women
 - Military actions
 - Result
 - Impact on Native Americans
 - Immediate results of independence
 - The shortcomings of "liberty"

The Critical Period, 1780s (3 hours)

- The Articles of Confederation
- Federalists versus anti-Federalists
- The U.S. Constitution

- Background to the Constitutional Convention
- Principles and compromises
- Ratification
- Articles and amendments
- Slavery and the Old South

Federalists in Power, 1790s (3 hours)

- Problems facing the new government
- The Hamiltonian System
- Development of political parties
- Foreign entanglements
- Discussion of women's rights in the public sphere

Jeffersonian Democracy, 1800-1812 (3 hours)

- Factors that prevent Jeffersonian principles from taking effect
- Louisiana Purchase and westward expansion
- Difficulties in maintaining neutrality
- Evolution of the Supreme Court
- Expansion of domestic U.S. slavery and banning of Atlantic Slave Trade
- African American culture

War of 1812 (3 hours)

- Causes
- Military actions
- Results

Nationalism and Sectionalism, 1815-1860 (4 hours)

- The American System
- Economic development
 - Second Industrial Revolution and Urbanization
 - The factory system
 - Market Revolution
 - Contributions of enslaved people, immigrants, and women
- The Era of Good Feelings
- Monroe Doctrine
- Supreme Court decisions
- Sectionalism in the South
 - Contention of slavery and its spread
 - Missouri Compromise
 - The tariff debate
 - Cotton Kingdom
- The rise of the working class
- Nat Turner Rebellion and other acts of resistance
- Fugitive Slave Laws
- Free blacks in the antebellum period

The Age of Jackson, 1828-1844 (3 hours)

- Jacksonian democracy
- Tariff of 1828
- Bank War
- Democrats and Whigs
- Indian removal
- Regional differences

Reform, 1830-1850 (3 hours)

- Temperance
- Abolitionism
- Women's rights and the Seneca Falls Convention
- Labor unions and strikes

Territorial Expansion and Slavery, 1845-1861 (7 hours)

- Westward expansion, Manifest Destiny, and Native American policy
- The Oregon question
- Annexation of Texas
- Mexican War
 - Causes
 - Military actions

- Results

- California
- Blackface minstrelsy and the performance of race
- Controversies of the 1850s
- The Union dissolves over slavery

Civil War (5 hours)

- Causes
- Military actions
- Results
- First modern war
- Black soldiers and sailors
- Enslaved people as contraband"
- Underground railroad
- Emancipation Proclamation
- Shift from preserving union to ending slavery

Reconstruction, 1865-1877 (5 hours)

- Economic and Social Problems of Reconstruction
- Political problems
- Competing visions of Reconstruction
- Lincoln's policy
- Johnson's policy
- Radical reconstruction
- Freedmen's Bureau Victory over Johnson
- Reconstruction Amendments
- Reconstruction governments in the South
- 1876 presidential election
- Unfinished business of Radical Reconstruction
- Sharecropping
- Black Codes
- African American social revolution
- Struggle for black equality and equal rights
- White supremacy and the rise of the KKK

Total Hours = 54**Additional Information****Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

No

What term(s) will this course be offered?

Fall/Winter/Spring/Summer

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Content
- Methods of Evaluation
- Textbook(s)

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value